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READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION.

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THE IMPORTANCE OF ADAPTING READING INSTRUCTION TO EACH CHILD'S NEEDS IS STRESSED IN THIS HANDBOOK FOR TEACHERS OF REMEDIAL READING. INFORMATION IS ORGANIZED AROUND SIX TOPICS--(1) THE NATURE OF THE READING PROCESS, (2) CRITERIA FOR A GOOD ELEMENTARY READING PROGRAM, (3) REMEDIAL READERS, THE SYMPTOMS AND CAUSES (PHYSICAL, INTELLECTUAL, EDUCATIONAL, EMOTIONAL, AND ENVIRONMENTAL), (4) PRINCIPLES AND TECHNIQUES OF DIAGNOSING REMEDIAL READERS, BOTH FORMAL AND INFORMAL PROCEDURES, (5) THE REMEDIAL READING PROGRAM, ITS BASIS, SCOPE, OBJECTIVES, AND PROCEDURES, AND (6) REMEDIAL READING IN THE TOTAL SCHOOL WITH EMPHASIS ON READING IN THE CONTENT AREAS. INCLUDED IN THE APPENDIXES ARE SELECTED ACTIVITIES AND EXERCISES FOR TEACHING READING IN THE ELEMENTARY SCHOOLS, SOME CRITERIA FOR THE SELECTION AND EVALUATION OF READING MATERIALS, LISTS OF TEACHERS' BOOKS FOR USE WITH REMEDIAL READERS, ADDRESSES OF PUBLISHERS, ESSENTIAL READING MATERIALS FOR EVERY CLASSROOM, AND REMEDIAL READING WORKBOOKS, SUPPLIES, AUDIOVISUAL MATERIALS, SUPPLEMENTARY READERS, AND ENRICHMENT SERIES. SEVERAL ADDITIONAL REFERENCE LISTS, READING INVENTORIES AND CHECKLISTS, AND A LIST OF DIAGNOSTIC READING TESTS ARE GIVEN. (LS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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READING MANUAL

A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION TITLE III NDEA

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT

FOREWORD

Improving the ability to communicate is one of the primary purposes of education. Every child, no matter what his intellectual capabilities or environmental background, has a desire to communicate with his peers. He desires to share with others his experiences, his wishes, his thoughts, his dreams and desires. Every child also needs to relate his individual responses to the common, cultural heritage of man, and it is chiefly through reading that much of the cultural heritage can be transmitted and related. Without people with the ability to read, most of our culture would not survive beyond a single generation.

If present rates continue, there will be one million high school dropouts each year throughout the 60's. There are many reasons for dropouts, but lack of reading ability is one of the primary causative factors. We hope that the use of this manual in workshops throughout the State will have some effect in reducing the number of dropouts caused by reading deficiencies.

Therefore, this first manual of the English-Reading branch of Title III, NDEA, is devoted to reading instruction, with the emphasis on remedial reading. This manual is for use in workshops being sponsored throughout the State by the Office of the Superintendent of Public Instruction and will be issued to all workshop participants.

Ray Page
Superintendent of Public Instruction

Reading, the most vital of all subjects, is now being recognized by the Title III, NDEA Program. Reading is the key necessary to unlock all other subjects and is, therefore, basic to the entire educational program.

The Office of the Superintendent of Public Instruction and the Title III Office are pleased to sponsor this handbook for use in remedial reading workshops with the hope that teachers will find it helpful.

Paul E. Woods, Director
Title III, NDEA

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Public Instruction
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Springfield, Illinois

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INTRODUCTION

The most controversial educational issue today, so far as the public is concerned, is the teaching of reading. There are communities that are racked by dissension over the question; there are boards of education that are under extreme pressure to adopt this or that "cure all" method of instruction; there are parents who are bewildered by being told on the one hand that "Johnny can't read" and on the other hand that "today's Johnny reads much better than yesterday's Johnny". There are teachers at every level accusing the lower level teachers of teaching no reading; and there are teachers who know their students have reading problems and they want help in solving them; then there are other teachers who do not know what their problems are but are willing to accept what may be offered in the way of help. Of course, there are those few teachers who do not or will not recognize the fact that they can and it is their duty to improve instruction in reading. A word of caution to this group, "the teacher who has finished his education is finished".

Although most of the earlier concern was confined to the reading instruction at the primary level, it has been extended during the past few years to the entire life span of the individual. This extension affirms and emphasizes that reading is a sequential, life long process which demands different skills at each level of development.

The "modern math", the "new science", and the increase in the quantity of material to be read in all content areas justify the controversy concerning the teaching of reading. Our "space age" curricula will "die on the vine" unless new and greater emphasis is placed on the teaching of reading skills which will bring realization to the space age concepts.

If our students are to become adequate readers, it is imperative that each teacher assumes the responsibility of being a reading teacher. Every teacher a reading teacher does not imply that everybody's business is nobody's business. Rather it reflects the present-day philosophy that educators are uniting their efforts toward the ultimate goal of all teaching - to help the child become an adequate reader now and to help him develop a lasting interest in and an appreciation for the printed page.

Since no abilities are required for the mastery of reading which are not possessed by the normal individual, it seems obvious to conclude that most reading disability could be prevented if teaching methods were more intelligently adapted to the unique needs of each student.

The foregoing conclusion, that adapting instruction to the child's needs will result in better readers, is the underlying philosophy of this guidebook. Between the obvious clinical cases of severely retarded readers and those who have become competent readers, are many who are handicapped readers or have been labeled as remedial readers. This group can be helped by you, the average classroom teacher, in the normal classroom setting and without too many expensive, time-consuming devices.

This handbook has been written to be used in the remedial teaching of the remedial reader. Every effort has been made to be brief, to avoid ambiguous terminology, and to include only information and suggestions that have proved successful in normal classroom situations.

Each unit is organized as follows: (1) Definitions of specific phase of remedial reading and the role of the teacher in that phase, (2) References for teachers, (3) Activities and materials pertinent to the units of study to be found in the appendix.

CHAPTER I

A. The Nature of Reading

The workshop student will soon see that there are as many descriptions of reading as there are "experts". However, there seems to be general agreement with E. V. Dechant's eight characteristics of reading which will enable you to understand more completely the nature and function of the reading process.

"1. Reading is a sensory process.

Reading requires the use of the senses, especially vision. The reader must react visually to the graphic symbols. The symbols themselves must be legible, the eyes must see clearly and singly, and the light must be adequate.

2. Reading is a perceptual process.

Reading occurs when meaning is brought to graphic stimuli. It is a progressive apprehension of the meanings and ideas represented by a sequence of words. It includes seeing the word, recognition of the word, awareness of the word's meaning, and relating the word to its context.

3. Reading is a response.

Reading is a system of responses made to some graphic stimuli. These include the vocal and/or subvocal muscular responses made at the sight of the word, the movements during reading, physical adaptations to the reading act such as postural changes, the critical and evaluative responses to what is being read, the emotional involvement of the reader, and meaningful reactions to the words.

4. Reading is a learned response.

Reading is a response that must be learned by the child and is under control of the mechanisms of motivation and reinforcement.

5. Reading is a developmental task.

Developmental tasks have one basic characteristic, the child's readiness for them depends on the child's general development. Reading is a difficult task, and there is a most teachable moment for beginning reading and for each of the specific skills in reading. The child's level of achievement in reading depends on his over-all growth and development.

6. Reading can be an interest.

Reading may be an interest or a goal in its own right. It then may motivate other activity.

7. Reading is a learning process.

Reading may become one of the chief media for learning. The child can use reading to acquire knowledge and to change his own attitudes, ideals, and aspirations. Genuine reading involves integration and promotes the development of the reader.

8. Reading is communication.

Reading is an active process. Communication from writer to reader occurs only if the reader can take meaning to the printed page."[1]

To further our understanding and to facilitate our teaching of reading, it might be advantageous to spend further time observing the findings of other writers pertinent to the theme of this workshop.

Reading, as we have seen, may be viewed in different ways: it may be described as a means to an end; as a form of experience, which itself depends upon previous experiences; as an avenue of communication; as a process of interpretation of meaning.[2]

All authorities agree that reading is a complex combination of many activities including: perception and recognition; the comprehension of words, phrases, sentences, and larger units of meaning; and the modifications of these meanings in the light of prior understanding and experiences. It is possible that reading is all of these, but not at the same time.

Probably W. S. Gray sums up the views of all in his definition of reading: "Reading is no longer defined as a unique ability which functions uniformly in all situations but rather as a series of complex mental tasks which vary widely with the kind of material read and the purpose for reading. Detailed studies show also that there are at least four dimensions of the reading act, namely: the perception of words, including both meanings and pronounciations; a clear grasp of the sense meaning of a passage and of the supplementary meanings that are implied but not stated; appreciative, imaginative and critical reactions to what is read; and the use or application of the ideas acquired."[3]

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[1] Emerald Dechant, Improving the Teaching of Reading (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1964), pp. 1-2.

[2] Constance McCullough, Ruth Strang, Arthur Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Co., Inc., 1946), p. 32.

Reading is an active process, for it demands understanding and continuous response. As a process, reading involves many skills: the ability to focus the eyes on printed materials, to move them from side to side in following the lines of print, to see and hear the differences in words that are much alike in sound and appearances, and to adjust the reading rate to suit different kinds of materials.

Anderson states, "Reading is a part of total growth and intimately related to it, that reading is an individual matter, that all children cannot be expected to achieve alike, and that reading is rooted in biology as well as in psychology and education".[4]

Most of the words the pupil reads must be within his listening or speaking vocabulary, particularly during the early stages of reading instruction. As the reader observes printed or written symbols, he must be able to recognize the words or phrases that he sees; he must be able to understand the use of these words or phrases in the sentences he is reading; and he must be able to complete the act of reading by interpreting and by reacting to what he has read. Unless there is genuine communication of ideas between the writer and the reader, there is actually no reading. Mere word-calling is not reading.

By nature, reading is a series of complex mental tasks, and Sheldon states, "The function of reading in the broadest sense is to serve as a foundation for learning and as a means of developing an individual's understanding of himself and others."[5]

If we believe that by nature reading is a developmental process and that its function is to serve as a foundation for learning, we then cannot underestimate the importance of an individualized reading program. This program must be adapted to the needs of the individual and aimed toward the development of the maximum potential of every student.

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[3] William S. Gray, Improving Reading Programs (Education LXXI, May, 1959), p. 5526.

[4] Irving Anderson and Walter Dearborn, The Psychology of Teaching Reading (New York: The Ronald Press Co.), 1952, p. 3.

[5] William D. Sheldon, Rosalind Sheldon, Believe and Make Believe (Boston: Allyn and Bacon, Inc., 1957), p. 2.

The preceding material reinforces the concept that reading is a personal interpretation of symbols, but to all of us, reading is one of the most vital forces in our lives. It can open up a hundred new horizons. It can tilt the balance in the struggle for men's minds. It can give us hope, courage, and sustenance; and make us weep, laugh, and think. Reading is the mainstream of the world in which we live. It is the key to success.

B. The Nature of the Elementary Reading Program

Reading programs have succumbed to the space age educational jargon and labeling. Reading instruction is now cloaked behind any one of many mysterious twentieth century labels such as Remedial Reading, Corrective Reading, Accelerated Reading, The Clinical Approach, Basal Reader Approach, Individualized Reading, Developmental Reading, the Phonetic Approach, the Non-phonetic Approach, Reach Program, and far too often we have the confused approach that has missed the publicity given the other new plans which claim to be that magic pill for every reading ill.

We have needed new terminology, and often it's a major change to even attach a new label to the same old teaching practices. As teachers and administrators, we are a bit hesitant to embrace that which involves new thinking and new planning. Communities have done well in the provision of adequate facilities and materials with which to work. Quite often, I have found excellent material stored neatly in the supply room, unused, because teachers weren't too sure of their purpose nor how to use or operate the new equipment. Any reading program, if it merits the time and money spent on it, will involve in-service training until teachers will feel secure enough to supplement their tried and true devices with new educational innovations.

The classroom teacher quite often is of the opinion that the school has two tasks: (1) ordering impressive new material to display on P. T. A. night and (2) memorizing educational jargon to convince the parents that we are in the throes of a unique educational revolution. Verbally we are near to the suburbs of Utopia. All of this has caused us to concern ourselves so thoroughly with busyness that we are teaching as though we were caught in a squirrel cage. In reality we need to pause and honestly evaluate our present status, and courageously accept the task of the future with purpose and direction.

Terminology, government grants, advanced degrees, better ditto machines, etc., will be useless unless employed toward the attainment of well-planned goals. Teachers must realize that every activity needs to be directed toward a specific end and not the end of the day. The teaching of reading is too great a responsibility for us to wander in the wilderness of new teaching devices or to rest securely in the rut of the old. Last year's lesson plans will not work with this year's children.

It is imperative that we have specific goals to evaluate our present remedial reading programs and to guide in the revision of weak areas of the program. Gertrude Whipple has stated eight criteria which are adaptable to any school situation and which, if followed, will culminate in a good elementary reading program. She states that a good reading program:

"1. Is consciously directed toward specific valid ends which have been agreed upon by the entire school staff. Widely accepted ends are: rich and varied experiences through reading; broadening interests and improved tastes in reading; enjoyment through reading; increased personal and social adjustment; curiosity concerning the ideas given in the reading material; resourcefulness in using reading to satisfy one's purposes; and growth in the fundamental reading abilities, such as ability to recognize the words, to understand the meanings of words, to comprehend and interpret what is read, to locate references bearing on a problem, and to organize ideas gathered from different sources.
   a) The reading activities in the classroom are guided from day to day by the teacher's long-range purposes rather than being allowed to develop in a whimsical manner.
   b) The emphasis in the program is consistent from grade to grade and is directed to different phases of reading rather than to a single phase or a few phases to the neglect of other important goals.

2. Coordinates reading activities with other aids to child development.
   a) Knowledge of each child's home conditions and his community relationships is sought by the teacher in order to supplement his understanding of the child's classroom behavior.
   b) An adequate experimental background is provided for the daily reading (e.g., teachers recognize the building of background as an important phase of reading guidance; before the pupils read, teachers employ a time for worthwhile and related discussion, encourage questions, anticipate difficulties, and help pupils to approach the reading with a purpose).
   c) First hand experiences that illuminate what is read are reported in the class.
   d) Auditory and visual aids are used to stimulate interest in reading, to help explain word meanings, to test the pupil's ability to interpret what is read, and for other important purposes.

e) Ideas obtained from the reading are used by the children in a variety of ways (e. g., oral discussion, written composition, pictorial art, dramatization, dance and dramatic rhythms).

f) Listening experiences are related to reading activities, and vice versa (e. g., utilizing in reading the habits which the pupils have acquired in learning to understand spoken language such as the habit of figuring out auditory word forms and their meanings from the clues provided by the statement as a whole; providing opportunity for the child to acquire ideas by listening to oral reading).

g) Parents are kept informed of what the school is doing for the child and what can be done at home to supplement the school experiences.

3. Recognizes that the child's development in reading is closely related with his development in other language arts.

a) The teacher's survey of the child's abilities and needs is concerned with his progress in various methods of communication - speaking, listening, writing, spelling - not in reading only; especially, the child's language habits and his ability to think are studied as indicative of his reading needs.

b) The elements of English are integrated in the classroom schedule (e. g., aspects of reading and expression are taught by the same teacher rather than presented as totally separate learnings).

c) Reading is so taught as to shape the child's thinking, his conversation, and his behavior (e. g., he is encouraged to avoid repeating words of a book without complete understanding; he has higher standards of living because of what he has read; he adopts good health habits which he has learned about through reading).

d) Written activities based on reading activities are so guided as to encourage growth in variety and quality of ideas, in ability to organize ideas, in richness of vocabulary, in clarity of expression, in legibility of handwriting, and in accuracy of spelling (e. g., the types of writing undertaken are suited to the individual child's abilities; they are carried out for purposes that appeal to the child; the written materials prepared are appraised so that the child makes steady growth in expression and does not repeat his errors).

4. At any given level, is part of a well-worked-out larger reading program extending through all the elementary and secondary school grades.
    a) Guidance of reading pervades the whole structure of the school program at each level.
    b) Desirable materials, facilities, and resources for reading are provided in all grades.
    c) Cumulative record cards in reading are kept and passed on with the pupil to the next teacher in order to provide information about his previous growth in reading. (Teachers do not expect a required degree of reading ability on the part of every pupil.)
    d) From one grade to the next the program advances gradually in difficulty for the individual child and, at each stage, is in harmony with his interests and characteristics (e.g., no single program for all the pupils of a class).
    e) At each level the reading demands in the different curriculum fields are harmonized; in departmentalized schools all teachers are informed of the pupils' reading abilities and needs and make use of this information in guiding reading; most of the books provided in the content fields should not show a greater degree of difficulty than those provided for basic reading. (This provision is essential in order that the child's thought can be directed to the problem at hand rather than confused by the problem of reading).

5. Provides varied instruction and flexible requirements as a means of making adequate adjustments to the widely different reading needs of the pupils.
    a) The administrative provisions made in the school encourage proper adjustments: (1) Sufficient time is allowed on the program for study of the needs of pupils and for the guidance of each child in light of his needs. (2) Wide latitude in interpreting bulletins and courses of study is allowed the teacher in order that he may adapt the program to the interests, abilities, and aptitudes of the pupils.
    b) The grouping of the pupils for reading within the classroom is flexible in accord with the varied and changing needs of the individual child.
    c) The reading opportunities provided in the classroom are designed to meet specific needs: (1) At the beginning of the term and regularly throughout the semester the teacher studies each child's reading needs. (2) The teacher leads the individual child to adopt purposes for reading which will promote his growth and is versatile in the use of a variety of teaching methods.

(3) The teacher maintains conditions favorable to learning and free from those that confuse or frustrate the individual (e. g., when a child does not respond to the reading instruction, the teacher seeks the causes of his difficulties instead of concluding that the child is a nonreader or has failed to put forth effort).

d) The reading materials provided are sufficient in quantity, in variety of types, and in range of reading difficulty to permit the teacher to make necessary adjustments; teachers are familiar with the content of their reading materials and choose in terms of group and individual needs.

6. Affords, at each level of advancement, adequate guidance of reading in all the various aspects of a broad program of instruction: basic instruction in reading, reading in the content fields, literature, and recreational or free reading.

a) Pupils are given definite instruction in reading as opposed to the provision of mere test exercises in reading; reading activities follow different patterns from day to day.

b) The pupils are guided in reading a variety of material - periodicals, textbooks, supplementary books, reference books in different fields, and books of library type - in the light of their different purposes.

c) Guidance is given to all pupils, the good readers as well as the poor readers (i. e., no group of pupils is left to its own devices in order that the teacher may secure time to teach other pupils).

d) The pupils become increasingly skillful in formulating purposes for reading and in choosing materials and methods of reading that will satisfy these purposes.

e) The pupils engage in abundant voluntary reading outside of school, find intensified satisfactions in such reading, and increasingly apply critical thinking and evaluation to current ideas and points of view.

7. Makes special provisions to supply the reading needs of cases of extreme reading disability, in other words, the small proportion of pupils whose needs cannot be satisfied through a strong developmental program.

a) The classroom teacher identifies cases of retardation through regular surveys of pupils' reading needs.

b) Specialized diagnosis of needs is provided by a child study center, or a reading clinic, or a remedial reading specialist, or, if such services cannot be secured, by a regular teacher who makes a careful study of the child in the light of a knowledge of the professional literature on remedial reading.

c) The teacher builds the reading morale of the failing pupil, helps the sensitive, uneasy, embarrassed, or tense child to relax before attempting to teach him to read.

d) The physical and emotional defects of the failing child are corrected as far as possible; specialized training suited to his individual needs is provided by a skilled regular teacher or a remedial reading agency.

8. Provides for frequent evaluation of the outcomes of the program and for such revisions as will strengthen the weaknesses discovered."[6]

The above outline will of necessity need to be adapted to your local situation. It will give direction and guidance to the teaching of reading and will ultimately end in better readers - the goal of all teaching.

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[6] Gertrude Whipple, "Characteristics of Reading Programs", National Society for the Study of Education. 48 Yearbook, 1949, pp. 34-37.

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CHAPTER II

Remedial Readers

The Symptoms and Causes

The time and energy devoted to the educational practice called remedial reading gives further evidence that poor reading is a major educational problem.

Reading is an individual process, and we are all unique in that we manifest degrees of differences in specific areas. The differences are not points of concern until the differences make a difference in the educational performance of the child.

How, then, can we judge whether or not the child is in need of remedial reading instruction? Is he a remedial reader because he does not read as well as his peers? Is the teacher's expectancy level the basis for judging and labeling the child?

The first premise in evaluating the child's needs is the understanding of his own unique abilities and worth. No two children can be expected to develop simultaneously in all skill areas. The most reliable method to use in ascertaining the child's reading instructional needs is to measure his mental capacity level and his reading achievement level. If his achievement level is not close to his mental capacity level, he is in need of remedial instruction.

Using the tests to reach a decision concerning the child's needs and labeling him a remedial reader, however, accomplishes nothing. Like Will Rogers and the weather, we spend a great deal of time talking about our remedial readers, but it doesn't seem to improve the situation. Teachers faced with remedial readers, and we all are, are prone to blame the state of the child on laziness, his worthless father, poor teachers (in other schools), dumbness, and/or frequent changes of schools. The blame projection seems to be a valuable balm for the teacher in that it convinces her that the child can only be endured but never cured. We shrug our shoulders and conclude that the Biblical proverb should be stated, "The poor reader is always with us".

The remedial reader is a pupil who is confused, discouraged and wants help. The teacher should be most careful how she views this child - that is the way he probably sees himself, too. A child is perceptive and knows how we feel toward him. As a teacher, you may see the remedial reader as a cloud hanging over the room to spread gloom, extra work, and even emotional storms at times. On the other hand, you may consider him a challenge due to the realization that there is a sun to shine behind every cloud. The proof of your remedial teaching will be seen in the penetration of the child's cloud. The first glow from the remedial reader's "sun" will brighten the path to greater success.

Immediately following the decision that the child is a remedial reader, we are confronted with another question. Why is he a remedial reader - what went wrong? Symptoms indicative of reading problems are easily seen. Too often, I fear, we have accepted the symptoms as the cause of the difficulty. To insure complete understanding at this point, let us consider a physical malady. If I have measles, I have skin blemishes. You wouldn't say, "Oh, you have red spots and they gave you measles". The red spots are the symptoms of the cause - in this case, measles. On the other hand, we say he can't read because he is lazy. The laziness is a symptom of a cause. As educators, let us be most careful in arriving at quick conclusions and labeling the child.

To further our understanding of specific causes of remedial readers, it will be necessary to realize that every child is the product of five broad determinants which are responsible for the underlying causes of reading problems and are manifested by obvious symptoms or mannerisms.

The classroom teacher can gather much information quickly by observing the child in the total school environment. A file should be kept on each child, and as observations are made, the teacher should record the information on the child's card for future reference and instructional planning.

Many of the following causes and situations are beyond the control of the teacher. However, it is to our advantage to know the total child and until we do, we will be weak in understanding his remedial reading needs. Let us not become crusaders for change, nor victims of despair because we do work within limitations, rather let us seek those areas in the child's environment which we can improve and use them as starting points for remedial reading instructions.

The following material should be valuable as a check list for improving understanding of all students.

The five determinants are identified by Roman numerals, the causes they invoke are denoted by letters, and symptoms of the remedial reader are designated by Arabic digits.

I. Physical Handicaps
    A. Inferior Vision
        1. Squinting
        2. Red, watery eyes
        3. Headaches
        4. Unusual ways of holding books
        5. Errors in words of similar configuration
        6. Omission of letters

- B. Inferior Hearing
    1. Confuses sounds
    2. Poor articulation
    3. Lack of ability to use phonetic elements
    4. Inattention during oral reading
    5. Peculiar tilting of the head
    6. Misunderstands oral directions
- C. Poor General Health
    1. Frequent absences
    2. Tires easily
    3. Yawning, sleepy
    4. Nervous
    5. Irritable
    6. Poor posture
    7. Listless behavior
    8. Inability to complete work

The school nurse will work with the teacher in determining the degree of physical weaknesses. However, quite often the nurse does not detect specific vision and hearing defects that prevent reading success. Referrals by the nurse or teacher are often ignored by the parent. If this be the case, it is the teacher's responsibility to rearrange seating and equipment in order to make it easier for the child to adjust to his physical problem and profit from remedial reading instruction.

Accept the child with the defect and by all means don't condemn him because of his parents' lack of concern. This is the child who needs your love and understanding if he is to improve in reading ability.

II. Intellectual Capacity

- A. Mental Immaturity
    1. Inability to do the work of the grade level
    2. Plays during work time
    3. Cries
    4. Sensitive
    5. Sucks thumb
    6. Poor coordination
- B. Mental Limitations
    1. Very poor in reading and doesn't care
    2. Bullies other children
    3. Makes faces
    4. Is the class "clown"

The area of the intellect is beyond our powers to manipulate; therefore, we must adapt our teaching to its imposed limitations. The mentally immature child is quite often bright and could be saved from failure by waiting a year to start to school. There is a dire need for a mandatory school readiness test to take precedence over the birth certificate.

Usually, with patient teaching in the middle grades, the remedial reader who has problems because of immaturity will "catch up". It takes a great deal of planning successful lessons to rebuild his self-concept and to develop his faith in his ability to succeed at grade level but it can be done.

Our biggest task in teaching remedial reading to the mentally limited child is to find work that appeals to his interest level and ability level. Don't insult him by giving him last year's basal reader - he won't use it. Work must be new, look like that which others are doing and be at the level which will assure success for him. The goal for this child is to plan work which will give him personal satisfaction and success.

III. Educational Factors
   A. Frequent School Changes
      1. Gaps in sequential development
      2. Insecurity
      3. Timidity
   B. Lack of Materials
      1. Weak in ability to do reference work
      2. Disinterested in browsing
      3. Insecure with new concepts
   C. Poor Teaching
      1. Misbehavior
      2. Careless habits
      3. Disrespectful
   D. Overcrowded Rooms
      1. Vies for first place
      2. Gets lost in the crowd
      3. Doesn't verbalize well

The classroom teacher is the key person to bring order out of chaos. The child might not be in your room long - just until the rent is due - but a great deal can be done in a few days. A smile and a waiting desk will give the new child security which he must have before attempting to read. Find something to praise the child for before the first day ends. I would suggest assigning a "buddy" to the new child to help acquaint him with our books. The "buddy" can double as a teacher in filling in some of the sequential gaps with the aid of exercises that every teacher should have just for situations such as this.

In this day of public libraries, bookmobiles, etc., there are no excuses for lack of materials. Librarians will gladly loan schools a quantity of books for use. It takes time and energy to get them into the room, but if the child gains from remedial reading instruction you will need materials for him to read. A child learns to read by reading.

Your big task in remedial reading instruction is to substitute good habits and attitudes for the poor ones. Insist on respect! Many children are remedial readers simply because teachers have not insisted that the child listen at prescribed times and conform to the activities planned for his group. Rapport in the classroom does not give license to follow individual whims. Before instruction results in learning it will be necessary for pencils to be quiet, the patting of feet to cease, and the drawing of airplanes to end. Listening is a skill that can be developed. A good listener is usually a good reader. This task isn't easy with the remedial reader. Firmness and consistency are essential to the formulating of new habits which will enhance reading improvement. Consistency breeds respect and respect results in cooperation. As teachers, we harvest what we sow. Let us be sure that our classrooms are organized centers of learning and not disorganized confusion centers. Our students mimic our attitudes. If we are careless, inconsistent, loud, etc., this is what we can expect from our students.

Quite often it is the quiet child that gets lost in the crowded classroom. It is refreshing to find one that goes to his seat quietly. We are so busy with the boisterous ones that the good children are deprived of our attention. This breeds remedial readers. Time is going to be spent with every child either in remedial work or in preventive practices. No room can be so crowded that the teacher can't evaluate the growth of each child. We find time to do that which we desire. Let us attempt to meet the daily needs of every child.

IV. Emotional Involvement
    A. Lack of Acceptance by Peers
        1. Extreme behavior - agressive or withdrawn
        2. Tense
        3. Poor self-concept
        4. Rebellious
    B. Lack of Success
        1. Defeated attitude
        2. Sits and dreams
        3. Refuses to cooperate
        4. Insecurity
    C. Physical Disability
        1. Usually compensates in a non-physical activity
        2. Self-conscious

The emotions are so complex that, for the most part, teachers should follow the hands-off policy. Quite often it is difficult to decide if the reader has problems because he is emotionally disturbed or if he is disturbed because he has reading problems. Accept him, give him work at his level, let him feel success and leave the probing to the school social worker or psychologist.

V. Home Environment
    A. Parental Rejection
        1. Strives for attention
        2. Talkative
        3. Insecure

B. Illiteracy
    1. Lack of interest in books
    2. Inability to communicate

C. Financial Insecurity
    1. Messy, disorganized
    2. Embarrassed over attire
    3. Loud
    4. Sneaky - steals at times

D. Poor cooperation between Home and School
    1. Torn between loyalty to teacher and parent
    2. Stubborn
    3. Careless
    4. Rebellious

Time should be allotted in the teacher's schedule for home visits. Conditions of the home are responsible for the child's attitude toward himself, toward learning, and toward others. A child raised in a home void of magazines and books is going to need special instruction in the handling of books. It will take time to develop a readiness for using them. Children raised without fathers need work that resembles their background. Reading starts with the child's level of experience, and we cannot ascertain this level through the use of standardized tests. Observation of the child in his total environment is essential in order to understand why he is a remedial reader and how to start the instruction for improvement.

This list is not all-inclusive, but it is sufficient for use with most remedial readers. All five factors are important. Dr. Robinson's study, "Why Pupils Fail in Reading", indicates that "Social, visual, and emotional difficulties appeared most frequently as reasons for remedial readers. Inappropriate school methods, speech and auditory difficulties appeared less frequently as causes of remedial readers. General physical difficulties seemed to contribute the least to the child's reading problem."[1]

We now have revealed the possible "why" there are remedial readers, and "how" the problem is expressed in specific behavior; our next unit will attempt to determine "where" the first breakdown in the reading process developed.

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[1] Helen Robinson, "Why Pupils Fail in Reading", Research in the Three R's, (ed. by C. W. Hunnecutt and William Iverson). New York: Harper and Brothers, Pub. 1958, pp 248-254.

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CHAPTER III

Principles and Techniques of Diagnosing Remedial Readers

We are dedicated to the task of educating all children within the confines of our schoolrooms. If we fulfill this task, it will be necessary to discover the "where" in the child's instructional needs in order to improve his ability to read.

The "where" is the unknown that can be known only through careful searching of the child's previous experiences.

"Remedial" or "corrective teaching" seems to be the "educational cry" of the day, and in all probability much of this so-called remedial teaching is being done by teachers who have made no systematic study in an effort to discover the type of instruction the child really needs. Remedial teaching must follow systematic child study and diagnosis, and only then is it really remedial or corrective.

This is borne out by A. J. Harris who says, "Diagnosis, which must follow identification, means a careful study of the condition to determine its nature and find out about its causation, with the aim of correcting or remedying the difficulty".[1]

The definition of diagnosis for use in this workshop has been borrowed from Russell Stauffer. He suggests that there are "three words closely related in meaning to diagnosis: scrutinize, experience, and confirm. To scrutinize means to give close attention to minute detail, to look at or over in a critical searching manner. Experience suggests a practical, as opposed to speculative, way of finding out - one that requires personal knowledge and practice. To confirm means to know the truth and attest to it, by understanding its genuineness, accuracy or validity".[2]

In order that the term diagnosis may be completely understood, Guy Bond and Miles Tinker have stated that there are two types of diagnosis: etiological and therapeutic. Etiological diagnosis is concerned with finding out what caused the child to get into difficulty or to become a remedial reader. Therapeutic diagnosis is concerned with the conditions now present in the child in order to give direction to a program of re-education".[3]

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[1] A. J. Harris, How to Increase Reading Ability. (New York: Longman, Green and Company) 1961, p. 228.

[2] Russell Stauffer, "All Good Teaching", The Reading Teacher. Vol. XIV, No. 1 (September 1960), p. 1.

The type of diagnosis which will be most beneficial for use in this workshop is therapeutic; therefore, the techniques or methods will be concentrated in this area.

The consensus of opinion is that diagnosis is an integral part of all teaching. It is not a matter of finding time to diagnose reading difficulties as they appear in the classroom; identifying and diagnosing is a part of the teaching situation. Actually, many of the basic diagnostic techniques can be applied informally in the course of regular reading instruction, whenever the need arises. The critical problems may call for a reevaluation of class time in order that diagnosis may take precedence over some activity of relatively minor importance.

However, prerequisite to diagnosing, Rudolph Dreikurs is of the opinion that some characteristic conflicts which are found in all remedial readers should be considered.

> "1. The child's disability is not caused by any one physiological handicap but primarily by lack of confidence in himself.
> 2. Many academic deficiencies are the result of poor working habits.
> 3. Negative attitudes toward work are part of a child's mistaken concept of order and cooperation."[4]

These characteristics seem to imply that the child's self-concept should be improved in order to improve his reading. It appears that a number of children use their inability to read as a means of getting attention at home and at school. The need for a change in the child's attitude toward himself and reading is necessary in this type of situation if an adequate diagnosis is to be made of his reading disability. This emphasizes further that the total child must be studied in an effort to understand his needs.

Teachers must be mindful that the validity of any diagnosis will be measured only by the extent to which the corrective activities used by the teacher are effective. Basic to all diagnosis is the assumption that any diagnosis must be regarded as tentative until further evaluation has been made.

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[3] Guy Bond and Miles Tinker, Reading Difficulties: Their Diagnosis and Correction. (New York: Appleton-Century-Crofts, Inc.,) 1957, p. 127

[4] Rudolph Dreikurs, "Emotional Predispositions to Reading Difficulties", The Reading Teacher's Reader, Edited by Oscar Causey, (New York: The Ronald Press, 1958), pp. 260-261.

In a research study made by Margaret Early, she arrived at the conclusion, "That as research in causation is tentative, so is diagnosis of individual cases. Diagnosis of the complex process of reading is continuous".[5]

Diagnosis with all its importance can also be dangerous if it is not done carefully and skillfully. William Sheldon has formulated a group of principles of diagnosis that every teacher should become acquainted with in order to become more competent in diagnosing reading disabilities:

"1. Diagnosis is an essential aspect of teaching and a preliminary step to sound instruction.
2. Diagnosis should be continuous because growth in reading depends upon the sequential development of skills, which is promoted through the teacher's knowledge of each child's progress.
3. Diagnosis is an individual task and reflects the fact that each child is different.
4. Diagnosis of reading status demands far more than an assessment of reading because reading difficulties are symptomatic of many causative factors.
5. Because reading is but one aspect of language, teachers must understand the listening, speaking, and writing status of children to fully understand their reading abilities.
6. Because the instruments of diagnosis have not been perfected, the limitation of each instrument must be thoroughly understood."[6]

In addition to the principles of diagnosis necessary for competency on the part of the teacher, Brueckner and Bond have given us some specific standards by which reading diagnosis can be evaluated.

"1. The diagnosis must determine the general nature of the problem. (Is it basically a reading problem or is it a result of other factors?)
2. The diagnosis must clearly isolate the specific nature of the reading problem.
3. The diagnosis must indicate where the child can best be treated.
4. The diagnosis must indicate how improvement can be brought about most efficiently.

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[5] Margaret Early, "What Does Research Tell the Classroom Teacher About the Basic Causes of Reading Disability and Retardation?" Improving Reading in the Junior High School, U. S. Department of Health, Education, Bulletin No. 10 (1957), pp. 16-25.

[6] William Sheldon, "Specific Principles of Essential Classroom Diagnosis," The Reading Teacher, Vol XIV, No. 1 (September 1960), p. 2.

5. The diagnosis must detect any limiting conditions within the child that need correction or for which the program must adjust.
6. The diagnosis must locate any environmental conditions that need correcting before improvement can be expected."[7]

An awareness on the part of the teachers that there are specific techniques to use in making the diagnosis is as important as understanding the principles and standards of evaluation. In considering the techniques of diagnosis to be used in diagnosing the reading disabilities of students, this study shall divide the techniques into three levels which are suggested by Brueckner and Bond.

"1. Techniques of General Diagnosis
2. Techniques of Analytical Diagnosis
3. Techniques of Case-Study Diagnosis"[8]

The techniques of general diagnosis are the easiest to use by the teacher and are, therefore, the ones most often used in diagnosing reading disabilities. Quite often the teacher works with the group as a means of better understanding the individuals within the group at this level of diagnosis.

Ruth Strang has said "The approach to an individual diagnosis is an attempt to see the situation as a whole - to see the reading problem in its large setting of curriculum, attitudes of parents and children, opportunities for reading and through learning the individual's present and future need for reading, his school history, and general physical condition. Only in such a total setting is the need for specific diagnostic procedures indicated and the information obtained by means of these procedures properly interpreted".[9]

One technique which can be used in the general diagnostic stage to identify remedial readers, is the use of a group* mental maturity test. We can do very little until we know the capacity of the child to learn as compared to the normal ability of a child his age. "Mental ability is most often used as the basic criterion against which to compare reading disability. When the child's average reading age is felt to be significantly lower than his mental age, he is thought to be a remedial reader."[10] It seems only wise to assume that if the reading age of the child is equal to or higher than his mental age, he is not a remedial reader.

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[7] Leo Brueckner and Guy Bond, The Diagnosis and Treatment of Learning Difficulties, (New York: Appleton-Century-Crofts, Inc., 1955), p. 78.

[8] Ibid., pp. 63-64.

[9] Ruth Strang, "Diagnosis and Remediation," Reading in General Education, Edited by William Gray, (Washington, D. C.; American Council on Education), p. 320.

*Tests will be suggested at the end of the unit.

In addition to the mental ability tests, it will be necessary to administer a basic skills test, unless the student has taken such a test recently. The basic skills test or achievement test will aid the teacher in comparing the reading ability of the student with his ability in other school subjects. Many times this gives insight to the child that no other observation will give. If he does well on arithmetic computation and poorly on arithmetic comprehension, this usually is an indication that the child is a disabled reader and not just a "poor" student.

Important to the general diagnostic procedure is the administering of a group reading test with diagnostic features. However, just administering a test for the sake of testing is not worthy of the time spent. It must be given for a specific purpose. Some of these purposes were found by Ullin Leavell[11] by sending a questionnaire to many reading clinics in an effort to discover just how standardized reading tests did help teachers diagnose their students' disabilities. The replies to this study were as follows:

"1. To analyze special areas of difficulty, to stress the ones most needed in therapy, and to attempt to work with individual needs.
2. To identify weak areas within groups and to plan work for the school year.
3. To aid the classroom teacher in determining vocabulary and comprehension skills.
4. To select materials geared to areas of deficiency.
5. To assign materials at proper reading levels.
6. To locate weaknesses and use results as a basis for instruction.
7. To detect problem areas in association skills which are not usually measured by achievement tests.
8. It is used with the more severe reading disability cases in locating areas that need further diagnosis."

Test data is useless unless it is studied and used in planning the school program around the needs of the child as indicated by the test scores. Even then, they are only clues to disabilities. Close observation of daily work and teacher tests will often show quite pronounced disabilities that were not found in the standardized tests. The whole child must be observed if proper diagnosis of disabilities is made, and the classroom teacher is in a unique position to do this observing.

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[10] Guy Bond and Miles Tiner, Reading Difficulties: Their Diagnosis and Correction, (New York, Appleton-Century-Crofts, Inc., 1957), pp. 74-75.

[11] Ullin Leavell, "How Can Standardized Tests and Other Evaluative Means Be Used to Improve Reading?" Improving Reading in the Junior High School, edited by U. S. Department of Health, Education, and Welfare Bulletin No. 10, 1957, pp. 134-139.

An unknown contributor has submitted a list of "Five Signal Flags"[12] which indicate that a student may be a remedial or disabled reader. These are useful only if the teacher is observant and interested in using every possible technique for identifying the needs of her students.

"1. First, we should compare the student's reading achievement with whatever estimates we have of his intelligence. A bright red flag goes up when we find the intelligence score indicating considerably more mental ability than is coming through on his reading tests. But since group intelligence tests are usually reading tests (on which inability to read depresses the score) we may need to look for other signals.

2. Second, if the student learns well when he is listening to your explanations but not so well when he is reading on his own, he has run up a signal that the ability to learn is certainly there and that he can probably be taught to read as well as he can listen.

3. Third, if he talks better than he writes, he has run up another signal - for a student's writing is limited by spelling, which may be impaired by poor word recognition and poor vocabulary.

4. Fourth, poor spelling and poor reading often go hand in hand. If he is a "lousy speller", we have a signal flag. Poor preparation in word attack, including phonics, may limit both spelling and reading abilities. (We should, however, be aware that good readers are sometimes poor spellers.)

5. We have a fifth signal if we search the student's record and find that his achievement in mathematics, which involves fewer verbal skills, is considerably higher than his verbal ability, as shown by his achievement in reading subjects. If somewhere on his record we can find a score in mathematical computation (which involves no verbal scores at all), and find this score comparatively high, we have another hopeful sign."

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[12] Unknown.

Of course, the presence of one of the signals does not necessarily indicate the existence of a reading problem, nor does the absence of one or more necessarily indicate that there is no reading problem. A student sends up no signal that remedial instruction reading will help him when he performs at the lower end of the scale in everything - in spelling, mathematics, his reading subjects, and on his intelligence tests. His record is telling us that he probably cannot be elsewhere than at the bottom in performance. Teachers are prone to forget that some students can never be anywhere other than at the lower end of the scale. It is not possible to make every pupil a good reader.

If a teacher has used all the techniques of general diagnosis that have been suggested, and if adjustments have been made for those students indicating that change was necessary, there will be students starting to improve in reading ability. However, there will also be students who could not have their causes of reading disability identified and the proper diagnosis made of the disability through group observation. These students will need to have analytical diagnosis in order to understand their problems.

"Analytical diagnosis explores systematically specific strengths and weaknesses in reading. This level of diagnosis locates the nature of the reading disability."[13]

In order to make an analytical diagnosis, it is necessary to have information on the level of performance in the areas of speed, study skills, comprehension, oral reading, and word recognition. Therefore, it is important at this level of diagnosis to use techniques such as informal inventories, diagnostic tests, and further classroom observation.

An informal reading survey may be done with small groups or it may be done privately. It is wise to have some type of informal diagnosis on which to record information during the survey; memory is too inadequate to record the data after the survey. The informal reading survey is so easy to use that it will probably be one of the first techniques used at this level of diagnosis. The informal reading survey may be done with a standardized oral reading test or it may be conducted with basal readers. If the teacher feels the need to "save time", she may use a check list as given by E. W. Dolch rather than a lengthy inventory during the time that the basal readers are in use.

"A. Does he know common words?
  1. How many?
  2. How accurately?
  3. How rapidly?

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[13] Bond and Tinker, loc. cit., p. 129.

B. What kind of word attack and how successful?
    1. Mere skip and guess.
    2. Familiar parts.
    3. Letter sounding.
    4. Syllabication.

C. Comprehension.
    1. Word meanings.
    2. Sentence comprehension.
    3. Paragraph comprehension.
        a. Details
        b. Important ideas."[14]

Leo Brueckner and Guy Bond have also devised a check list for use in ascertaining weaknesses and strengths of the remedial reader:

"A. Faulty Word-Study Techniques
    1. Failure to use context and other meaning clues.
    2. Ineffective visual analysis of words.
    3. Insufficient knowledge of visual, structural, and phonetic elements.
    4. Lack of ability in auditory blending or visual synthesis.
    5. Overanalytical.
        a. Analyzes known word.
        b. Breaks word into too many parts.
        c. Uses spelling attack.
    6. Insufficient sight vocabulary.
    7. Orientational confusion.

B. Poor Comprehension
    1. Small reading vocabulary.
    2. Small meaning vocabulary.
    3. Lack of phrasing ability.
    4. Insufficient sentence sense.
    5. Lack of sense of paragraph organization.
    6. Inability to adjust rate to different types of comprehension.
    7. Inability to read for certain types of purposes.

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[14] E. W. Dolch, "How to Diagnose Children's Reading Difficulties", The Reading Teacher's Reader, edited by Oscar Causey, (New York: The Ronald Press, 1958), p. 61.

C. Inefficient Reader
    1. Excessive articulation.
    2. Habits of pointing and head movements.
    3. Word by word reader.
    4. Overanalytical reader.
    5. Insufficient sight vocabulary.
    6. Dawdling over reading.
    7. Lack of ability to attend.

D. Poor Oral Reader
    1. Insufficient eye-voice span.
    2. Trying to maintain too great an eye-voice span.
    3. Poor timing.
    4. Poor phrasing.
    5. Unnatural voice."[15]

Authorities agree that remedial readers have a combination of many problems and the older the child the more complex it is to discover the "where" in his development.

This diagnostic check list may be more beneficial with older elementary students in-as-much as William Sheldon adds a section on study skills:

"A. Vocabulary Development
    1. Inadequate sight vocabulary.
    2. Inadequate phonetic analysis.
        a. Recognizing and discriminating between common sounds.
        b. Initial consonant sounds.
        c. Rhyming elements in words.
    3. Inadequate structural analysis.
        a. Whole words.
        b. Root words.
        c. Compound words.
        d. Suffixes.
        e. Prefixes.

B. Reading comprehension and reading-study skills
    1. Locating the main idea.
    2. Recalling the sequence of story development.
    3. Making inferences.

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[15] Leo Brueckner and Guy Bond, The Diagnosis and Treatment of Learning Difficulties, (New York: Appleton-Century-Crofts, Inc., 1955), p. 121.

4. Recalling significant events.
5. Classifying ideas.
6. Generalizing or reaching a conclusion on what has been read.
7. Understanding changes of mood and expression, visualizing the setting, and interpreting the feelings and behavior of the characters.
8. Following directions.
9. Skimming and summarizing what has been read.
10. Using reference aids.
11. Using the dictionary."[16]

The nature of the disability must be known in order to help the child, but it is just as important to know the level of the disability. Remedial teaching must start where the child is, and in order to do this, we will find the criteria helpful for evaluating reading performance given to us by Emmett Betts which can be used with any basal reader to ascertain the reading level of the child.

"A. The child's basal level or the highest level at which an individual can read and satisfy all the critera for desirable reading behavior in silent and oral reading situations. Criteria for evaluating reading performance at this level include:

1. A minimum comprehension score of at least ninety percent, based on both factual and inferential type questions.
2. Freedom from tensions sometimes induced in the reading situations such as frowning, tension movements of the hands, feet, and body, etc.
3. Freedom from finger pointing.
4. Acceptable reading posture.
5. Oral reading (at sight and following silent reading):
    a. Rhythm; i.e., proper phrasing.
    b. Accurate interpretation of punctuation.
    c. Accurate pronunciation of more than ninety-nine percent of the words.
    d. Use of conversational tone.

6. Silent reading performance characterized by:
    a. A rate of comprehension higher than for oral reading.
    b. Absence of vocalization.

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[16] William D. Sheldon and Rosalind Sheldon, Believe and Make Believe (New York: Allyn and Bacon, Inc., 1957), p. 8.

B. The child's instructional level or where learning begins. Criteria for evaluating reading performance at this level include:

1. A minimum comprehension score of at least seventy-five percent, based on both factual and inferential questions.
2. Accurate pronunciation of ninety-five percent of the running words.
3. Ability to anticipate meaning.
4. Freedom from tension in the reading situation.
5. Freedom from finger pointing.
6. Freedom from head movement.
7. Acceptable reading posture.
8. Silent reading to locate specific information characterized by:
    a. A rate of comprehension substantially higher than that for oral reading.
    b. Ability to use sight word techniques, (e. g., context clues, picture clues, configuration clues, and rhythm clues), and/or word-analysis of "new" reading words (i. e., words understood when heard or used orally but previously encountered in reading), depending on the level of reading achievement.
    c. Absence of vocalization.
    d. Ability to identify mechanical (e. g., word-recognition) or comprehension (e. g., meaning), difficulties requiring outside assistance, (e. g., dictionary and/or teacher).
9. Oral reading performance, preceded by silent reading, characterized by:
    a. Rhythm, (i. e., proper phrasing).
    b. Accurate interpretation of punctuation.
    c. Use of conversational tone.
    d. A reasonably wide eye-voice span.

C. The frustration level is where he "bogs" down when he tries to read. Criteria for evaluating the frustration level include:

1. A comprehension score of less than fifty percent, based on factual and inferential questions.
2. Inability to pronounce ten percent or more of the running words.
3. Inability to anticipate meaning.
4. Unfamiliarity with the facts discussed in the material.
5. Frequent or continuous finger pointing.
6. Distracting tension, such as frowning, blinking, excessive and erratic body movements, "nervous", and faulty breath control.

7. Withdrawal from the reading situation.
    a. Unwillingness to attend the reading.
    b. Outright refusal to attempt reading.
    c. Crying.
    d. Attempts to distract the examiner's attention from the problem.
8. Attention easily distracted.
9. Silent reading characterized by:
    a. A very low rate.
    b. Inability to use context clues to pronunciation.
    c. Excessive lip movement.
    d. Whispering or low vocal utterance.
10. Oral reading characterized by:
    a. A lack of rhythm, or word-by-word reading.
    b. Failure to interpret punctuation.
    c. High pitched voice.
    d. Irregular breathing.
    e. Increased tendency to stutter.
    f. Meaningless word substitution.
    g. Repetition of words.
    h. Insertion of words.
    i. Partial and complete word reversals.
    j. Omission of words.
    k. Practically no eye-voice span.

D. The capacity level of the student can be described as the highest level of readability of material which the learner can comprehend when the material is read to him. This provides information on the learner's capacity for reading and on his ability to understand the oral reports given in class. Criteria for evaluating this level include:

1. A minimum comprehension score of at least seventy-five percent based on both factual and inferential questions.
2. Accurate pronunciation of words comprising the general and special vocabulary.
3. Precise use of words in describing the facts, or experience.
4. Ability to supply from experience additional pertinent information on the problem under consideration.
5. Ability to use language structure in oral discussion as complex as that used in the selection in question."[17]

However, determining the child's reading level is not the ultimate goal. It will be necessary to study the data collected in the general diagnosis period in order to plan a remedial program for the child.

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[17] Emmett Betts, Foundations of Reading Instruction, (Chicago: American Book Company, 1946), pp. 444-463.

It is evident that the purpose of analytical diagnosis is to use additional techniques as aids in detecting the areas in which a child is specifically weak. It is at this level of diagnosis that the ability of the child to adapt his reading capabilities to meet the demands of the content fields should be discovered.

In order to make these discoveries it usually is not a question of what to use but rather to conduct the class in such a way that proper recording and analysis is done without too much deviation from normal class procedure. It seems that class procedure need not be changed a great deal, just organized a bit more systematically in order to evaluate the program in view of each child's needs.

Some students will benefit greatly from the analytical diagnosis procedures, others will not. Diagnosis starts with the simple and proceeds to the complex, just as reading disabilities vary from the minor to the major. Those disabilities, not diagnosed at this time, will need to be observed in a more personal way in order to help them. These cases will be the subject of the case-study diagnosis.

All the techniques of general diagnosis are used in the group situation, and many of the analytical diagnosis techniques are also used with either a class or small groups. However, it is at the case-study level of diagnosis that the attention is centered upon the individual and his strengths and weaknesses.

The student that is disabled in his reading enough to require this type of observation must first of all be made to realize that he has worth and areas of strengths. Rapport may not be established easily, but until it is, little cooperation will be given to the teacher by the student.

The self-concept of the child can be raised through the use of interest inventories and by capitalizing on the information from them. Success in learning for the child will come easier in the area of personal interest, and nothing succeeds like success.

Results of previous studies and observations should by this time be organized into such divisions as: difficulties inherent to the child - physical, personality; environmental - home and community; school history - progress, attendance; limitations of this child's school program - where has he been failed?

A personal interview can oftentimes help the teacher detect hidden vision or hearing defects that have gone unnoticed in the group observations. Even if no evidence of defects is seen, it is wise to have both the eyes and ears checked by a specialist. Research does not agree as to the amount of etiological diagnosis to attach to visual difficulties, but there is agreement that there is some. Helen Robinson summarizes a study by William Gray, who concluded "...many pupils read well in spite of visual defects and that they might read better or with less discomfort if such defects were corrected or eliminated. In any event, the fact is now widely accepted that visual examinations are essential as part of an individual diagnosis".[18]

Usually, we find that the less formal the interview with the child, the more informative it is. Therefore,before subjecting the child to more tests, it seems logical to informally check on his written work and responses and oral responses. If the child can become involved in an interest project much informal observation can be done that will prove to be invaluable in understanding him.

We assume, usually, that the brain-damaged child, the highly emotional, the maladjusted, and the severely physically handicapped have been screened from the regular classroom. But for those few that might have been missed and not placed in special rooms, we must be cognizant of the need to enlist the help of the specialists. Few teachers are trained to go beyond this level into the clinical level of case-study; therefore, if diagnosis has not yet been made, outside help is needed.

Harris has summed up the case-study diagnosis by stating, "Reading diagnosis is a process carried on by a well-informed person possessed of an inquiring mind and discerning eyes, with the aim of understanding the nature and the cause of disability. In this process tests are tools and like a surgeon's scalpel, require skillful handling. Two major facets of reading diagnosis are analyzing the reading skills and attitudes of the learner and understanding the casual setting. The goals are amelioration of the handicapping conditions within the individual and his environment and the provision of a basis for planning an appropriate remedial program. In this process the classroom teacher, posted in the front line, should not hesitate to call upon the reserve strength of professional skill available in the school system and in the community".[19]

Regardless of what the symptom is, why there is a weakness, and where the weakness is, we have not really accomplished anything until we have launched a plan of action to remedy the present condition. Understanding, identifying, and diagnosing are of little value until we have adjusted the curriculum to meet the child at the developmental stage of reading where he most securely works.

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[18] Helen Robinson, Why Pupils Fail in Reading. (Chicago: University of Chicago Press, 1946), pp. 29-30.

[19] Albert Harris, Diagnosis of Reading Disability, (New York: Longmans Green and Company, 1961), p. 87.

Tests to be used in diagnosing remedial readers:

A. Group Survey Tests

California Achievement Tests (1957 edition)
Tiegs, Ernest and Clark, Willis. California Test Bureau, Los Angeles.

Iowa Tests of Basic Skills (1955-1956)
Lindquist, E. F. and Hieronymous, A. N. Houghton Mifflin Company, Massachusetts.

Metropolitan Achievement Tests (1958)
Hildreth, Gertrude and Others.
New York: Yonkers-on-Hudson, Worldbook, Company

S. R. A. Achievement Series (1956)
Thorpe, Louis, Lefever, Welty
Chicago: Science Research Associates, Inc.

B. Group Intelligence Tests

California Test of Mental Maturity (1957)
Sullivan, Elisabeth, Clark, Willis, Tiegs, Ernest
Los Angeles: California Test Bureau

Otis Quick Scoring Mental Ability Test (Beta Test)
Otis, Arthur. New York: Yonkers-on-Hudson
Worldbook, Company

Pintner General Ability Test (Verbal and Non-Verbal)
Pintner, Cunningham, and Durost
New York: Yonkers-on-Hudson, Worldbook, Company

C. Individual Intelligence Tests

Revised Stanford-Binet Intelligence Scale (1960)
Terman, Lewis and Merrill, Maude
Massachusetts: Houghton Mifflin Company

Wechsler Intelligence Scale for Children (1949)
Wechsler, David
New York: Psychological Corporation.

D. Group Reading Diagnostic Tests

Doren Diagnostic Reading Test of Word Recognition Skills (1956)
Doren, Margaret
Minneapolis: Educational Test Bureau

Gates Reading Survey (1958)
Gates, Arthur. New York: Bureau of Publications,
Teachers College, Columbia University

Iowa Silent Reading Test
Greene, H. A. and Kelley, V. H.
New York: Yonkers-on-Hudson, Worldbook Company

Traxler Silent Reading Test
Traxler, Arthur
Bloomington: Public Schools Publishing Company

E. Individual Reading Diagnostic Tests

Gates Reading Diagnostic Tests
Gates, Arthur. New York: Bureau of Publications,
Teachers College, Columbia University

Gray Standardized Oral Reading Paragraph Tests (1963)
Gray, William
Indianapolis: Bobbs-Merrill

F. Sensory-Motor Tests

Moore Eye-Hand Coordination Tests
Moore, Joseph
Atlanta: Joseph E. Moore and Associates

Children's Perceptual Achievement Forms (1955)
Eyesight Conservation Committee
Winter Haven: Winter Haven Lions Club

Harris Test of Lateral Dominance (1958)
Harris, Albert
New York: Psychological Corporation

G. Hearing Tests

Robbins Speech Sound Discrimination and Verbal Imagery Type Test (1955)
Robbins, Samuel and Robbins, Rosa
Massachusetts: Expression Company

(Taken from The Fifth Mental Measurement Year Book by Oscar K. Buros.
New Jersey: Gryphon Press, 1959)

Informal Reading Inventory

Name .... Age ...... Grade ....

I. Q. ....M. A................ Mental Grade ....

Standardized tests given and results.

1.
2.
3.
4.
5.

A. Oral Reading - level of book

1. Reads word by word
2. Points with finger
3. Poor enunciation
4. Omits words
5. Adds words
6. Ignores punctuation
7. Guesses at words
8. Reads fluently

B. Word Attack Skills

1. Knows initial sounds and can substitute them
2. Omits endings
3. Adds endings
4. Can form new words by adding endings
5. Uses picture clues
6. Has an adequate sight vocabulary
7. Uses context clues

C. Silent Reading - level of book

1. Lip movements
2. Head movements
3. Points with finger
4. Tires quickly
5. Facial expression indicates comprehension
6. Degree of comprehension

D. Miscellaneous Data

1. Hearing
2. Vision
3. Speech
4. Immaturity
5. Other physical handicaps
6. Home influence
7. Self-concept
8. Attitude toward others

References for Unit III

Betts, Emmett. Foundation of Reading Instruction. Chicago: American Book Company, 1946.

Blair, Glenn. Diagnostic and Remedial Teaching. New York: The MacMillan Company, 1956.

Bond, Guy and Tinker, Miles. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, Inc., 1957

Brueckner, Leo and Bond, Guy. The Diagnosis and Treatment of Learning Difficulties. New York: Appleton-Century-Crofts, Inc., 1955.

Froehlick, Clifford and Hoyt, Kenneth. Guidance Testing and Other Student Appraisal Procedures. Chicago: Science Research Associates, 1959

Harris, Albert. Diagnosis of Reading Ability. New York: Longman Green and Company, 1961.

Harris, Albert. How to Increase Reading Ability. New York: Longman Green and Company, 1961.

Hunnicutt, C. W. and Iverson, William J. Research in the Three R's. New York: Harper and Brothers Publishers, 1958.

Kottmeyer, William. Teacher's Guide to Remedial Reading. St. Louis: Webster Publishing Company, 1959.

Money, John. Reading Disability. Baltimore: The John Hopkins Press, 1962.

Robinson, Helen. Why Pupils Fail in Reading. Chicago: University of Chicago Press, 1946.

Spache, George. Good Reading for Poor Readers. Champaign, Illinois: The Garrard Press, 1962.

CHAPTER IV

The Remedial Reading Program

The term "remedial reader" usually refers to a child who goes from his classroom to the room of a trained teacher for remedial instruction. The discussion for this workshop will center around instruction for the remedial reader within his own classroom. Few of us have special reading teachers, but all have students with reading problems.

Teachers are confronted with the needs of accelerated readers, the adequate reader, the remedial reader, and even the non-reader, at times. If the needs of all the readers are met by one teacher, it will require much planning and organization.

It is impossible to suggest an outline which will assure the teacher success with her students. There are no magic formulas to follow - an activity that will work well with Johnny might fail with Jimmy. I shall suggest guiding principles which should help you plan your own individualized remedial reading program.

You, the teacher, determine the success or failure of any reading program - it begins with you and ends with you. Your teaching of remedial reading can unlock the door to a whole new world for your children. A successful program will start at the child's need level. Work that is too difficult will only deepen the problem and increase the sense of failure. Work that is too easy will add to his boredom. Work at the child's level will assure success at that level thus changing his attitude toward reading and toward his own personal worth. The remedial reading program's first goal should be to change the attitude of personal failure and to assure the child that he does have ability. This can be accomplished by removing pressure of competition and rigid teaching procedures. Recognition of the child's interests and needs and an attempt to involve him in the planning of his own activities will make the remedial reader more optimistic about the reading activities. Cooperative planning will bolster the child's ego and prevent him from feeling forced into a program that is different. Cooperative planning with the child demands teacher time, understanding, and ingenuity but to fail to do so will result in additional remedial reading problems.

The preceding units have attempted to acquaint you with the complexity of the reading process. However, in order to start formulating a remedial reading program, I would suggest a concise review of factual statements given in lectures by Paul Witty, Roma Ganz, and L. Zirbes.

1. We know that reading is a later stage of language development and is dependent upon readiness and maturation for a good start.

2. We know that readiness is, in part, a matter of physical maturation and, in part, a matter of environmental stimuli; the latter can be fostered by wise guidance which relates active, firsthand experience to earlier phases of language use and then to functional experience reading.

3. We know that large, home-made, current experience charts are more valuable than ready-made printed booklets at the beginning level of reading.

4. We know that a successful, happy start is important, BUT an early start is of no particular later advantage to most children; on the contrary, it is a cause of needless frustration and strain to many. It is wiser to develop readiness patiently than it is to proceed prematurely to reading instruction.

5. We know that visual coordination for close work like reading is more likely to be a contributing factor to eye strain in early childhood.

6. We now know that the correlation between speed of reading and depth of understanding tends to be negative. This is especially true if very complex material is used.

7. We now know that methods which emphasize mechanics at the expense of meaning in the beginning phases of learning to read frequently cause serious later problems and difficulties with understanding.

8. We know that undue anxiety over reading by parents and others often causes the child to lose faith in himself, and handicaps him permanently in mastering the reading process.

9. We know that ready access to an abundance of very easy reading materials closely related to the child's present interests is a very effective means of developing fluency and cultivating lasting and favorable attitudes toward reading.

10. We know that continued failure in the area of reading will destroy desirable reading attitudes. We know further that if a child reads only when he is forced to read, he will never become a satisfactory reader. Good readers like to read; they voluntarily read outside of school.

11. We know that reading is more likely to become a voluntary process when it is pointed toward the interests of the child and familiar activities of that child.

12. We know that the alphabet method is needlessly laborious, time-consuming, tedious, and wasteful compared with later "composite" approaches. Conversations, questions, discussions, and thinking about material read are all essential.

13. We know that current research supports the thesis that there seems to be no general reading ability beyond the primary grades. There is the ability to do specific reading jobs for specific purposes. This means the wise class-

room teachers will teach reading skills that are useful in learning specific content. All teachers in later grades, high school, and college are, therefore, reading teachers, and must know characteristics of learners of different age levels, must know the sequential steps involved in learning to read.

14. We know that the teacher should not be a slave to a particular system, method, or manual but should take his cue from the child and have many and varied techniques. He should use promising methods to foster spontaneity and resourcefulness in the child's attack on reading. An unrelenting emphasis on any single technique or approach is usually undesirable.

Always remember that an approach or technique which works well for one child may not be successful with another. Medical doctors have found this out long ago in the practice of medicine. Methods should be adapted to the child and not vice-versa.

15. We know that normal children who are sufficiently mature can learn to read without benefit of expensive machinery and intricate clinical devices. These materials are often essential in working with the unsuccessful reader.

16. We know that schools which provide their pupils with only textbooks and workbooks are almost certain to have an ineffective reading program. Interest will be low, attitudes will be undesirable, children will become unadjusted, and individual differences will be ignored.

17. We know that many factors contribute to reading readiness - i.e., background of experience, physical health, emotional and social development, mental ability.

18. We know that parents may help teach reading but their role differs from that of the teacher. Parents help best by answering questions, by discussion, by reading and telling stories, by listening to the child relate his own experiences, and by looking up answers to questions in suitable books. The parent provides uncoercively many books, pictures, magazines and pamphlets.

19. We know that every teacher has responsibility for teaching reading, developing special vocabularies, building concepts, and providing materials of varying levels of difficulty.

20. We know that poor reading arises from many causes and reading problems range from minor to serious. Seldom is a severe reading disability due to a single reason; rather it is more likely to be due to a constellation of reasons.

21. The wise teacher realizes and expects that within any normal group of children there will be a wide range of reading ability.

For example, pupils with low mental abilities will never read as well as those with high mental abilities. Children may be expected to grow more unlike in reading ages as the years go on.

22. We know that it is seldom possible to teach children to read when they are severely troubled by other more personal problems, i. e., physical, emotional, or social problems. Teaching children to read is not a matter of force and pressure.

23. We know that pupils are more likely to desire to read when the physical set-up is inviting and conducive to reading; for example, well-lighted reading corners; comfortable and appropriate furniture; attractive books rich in color, design, and pictures. Also the print must be easily read. There must be many books at many levels of difficulty.

24. We know that fond memories tend to distort and over-estimate the effectiveness of methods of teaching reading in the past. Distance lends enchantment when parents think of their school days. BUT, in cases where pupils taught to read in modern schools have been compared with pupils a generation or more earlier, the present day pupils win out. Also, reading scores in modern schools equal or excel reading scores in traditional schools.

The first step in planning any activity is to determine its purpose. The purpose for a remedial reading program is obviously to correct or remedy individual reading problems.

Secondly, principles should be established to be used in planning the program and to evaluate its success. The following fifteen principles submitted by Arthur Gates are worthy of thoughtful consideration:

"1. Remedial instruction should not be substituted for highly cherished activities. (Never take recess time on a sunny spring day to teach a boy reading.)

"2. Remedial instruction should be managed so as not to classify the pupil in an embarrassing way. (Don't give him last year's reader! Don't isolate him from the group. Reading Labs are especially good or ungraded workbooks - everybody is working on something different.)

"3. Remedial reading periods should occur once a day (or more often) as such, and should also occur in connection with other subjects. (If you worked on key words in reading today - pick out key words in number problems. We must relate reading to all of the child's school work.)

"4. The teacher should have sufficient time to plan and supervise the remedial work. (Unless the work is planned and supervised, not much is accomplished.)

"5. Remedial work may be either individual or group. (I like to work with more than one child - they are less sensitive and misery loves company.)

"6. Remedial work should begin when the student is rested and cooperative. (I would emphasize rested. Some won't ever really get the "mental set" or eagerness to start work. There are degrees of cooperation, however. If he's in a chair and will hold the material - that might be the most cooperation you'll get for awhile.)

"7. Successes should be emphasized when they occur. (The child does not want to be promised a good report card - that's six weeks away. Give him something daily in which he can succeed. The remedial reader needs much immediate success.)

"8. Improvement should be measured and the record shown.

"9. Materials used should be highly interesting to the pupil, and at first, relatively easy; as success and improvement result, the materials are gradually made more difficult. (Interest is the key. I am including an interest inventory at the close of the unit which might help locate the child's interest. I would suggest letting him choose material from a table prepared for him.)

"10. The pupil's particular errors and successes should be detected.

"11. The teacher's attitude should be optimistic and encouraging. (The child's discouraged enough for both of you. Work as a team - he'll supply the pessimism; you supply the optimism. Both are catching - be sure you outlast him - in time he'll become optimistic, too.)

"12. Practice should be so distributed as to avoid fatigue and boredom.

"13. A variety of exercises and activities should be provided. (Variety is the spice of life and the secret of good teaching.)

"14. A plan should be dropped when it fails to produce results after a fair trial. (Maybe it is a good plan, but not for this particular child. Be flexible.)

"15. Individual supervision should be continued until the pupil has his improved techniques well habituated."[1]

You have reviewed the concepts of reading, the purpose has been defined, guiding principles have been suggested - you are now ready to launch the program. The question confronting you is, "Where do I start?" Obviously, you start with the child. The actual organization of the remedial reading program is determined by the child's development.

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[1] Arthur Gates, The Improvement of Reading. (New York: The MacMillan Company, 1947), pp. 129-130.

"Child development is sequential, and the reading program is organized into stages that correspond: reading readiness, initial instruction, rapid progress, increasing efficiency, and refinement. Because the pattern of child development is basically similar, it is possible to provide for group instruction; but, because there are individual differences, there must also be individualized teaching."[2]

Each teacher must organize the remedial program for her room. There are many fine books on remedial reading, and a wealth of material is available for use, but there is no one thing which will be your ideal answer. Every remedial reading program requires the spending of money for materials, the spending of time and energy in research and planning, and time allotted to the teacher to utilize the products of her mental and physical powers. The remedial reading program might appear dynamic on paper, but if it is to succeed with the children, one more thing is essential - the program must have heart - the teacher's heart. Your personal goals and philosophy will be that which makes you try the hardest to teach reading when it's hardest to try. You must be imbued with an inner optimism that persists despite the problem days. The teaching of remedial reading is not done by passively assigning pages. Reading is taught through the optimistic enthusiasm and efforts of the teacher. Reading, as no other subject, is an active creative process and the teacher determines the degree of success quite largely in proportion to the degree to which she allows herself to become involved with the needs of her children. A remedial reading teacher must lose herself in the program if she is to find her children reading successfully. Improvement will result from consistent daily work, rather than from spasmodic crusades.

In any workshop there are those who are seeking specific answers. This Guidebook will be used in all grades and with children who have unique problems. You have been given guidance, but the specific answers, gimmicks, and materials will be devised and developed by you in light of your own problems.

However, there are three specific dimensions in any good remedial reading program: length, breadth, and width.

The length of the program is the distance it extends. The good program extends from the first kindergarten story hour to the development of reading as a habit which will last a lifetime. Instruction essential to the length of the program will be concentrated in three broad areas: word power, comprehension power, and willpower.

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[2] Mildred Dawson, Henry Bamman, Fundamentals of Basic Reading Instruction. (New York: Longman Green and Company, 1959), p. 13.

Word Power - Correct pronunciation and understanding of words. A thoroughly mastered word attack program is basic to good reading. Meaning cannot be obtained without word recognition. No one approach to word attack will be sufficient for all words; therefore, children must be trained in several word attack skills.

1. Sight Words. We know that children cannot learn enough sight words to carry them through all their reading life. It is essential, however, that the child have a basic sight vocabulary as a foundation for beginning reading.

2. Context Clues. Getting the meaning of the word from the way it is used in the story. This word attack skill has weaknesses - only one meaning or a part of the meaning is gained and it does encourage guessing. It does have merit enough to teach it more thoroughly than has often been the practice.

3. Configuration clues attack the word by its form or shape.

4. Picture clues are useful when weak in other word attack areas and may be helpful in the use of context. Picture clues and sight words are not usually considered basic word attack skills. I feel they should be placed under word power, inasmuch as they do facilitate the ability to read.

5. Structural Analysis. Identifying known units as an aid to pronunciation and meaning.
    a. Root words
    b. Affixes
    c. Compound words
    d. Syllables

6. Phonetic Analysis. Using the skill of blending sounds into the pronunciation of the whole word. A knowledge of the following is pertinent to skillful use of phonics.
    a. Single consonant sound
    b. Consonant blends
    c. Digraphs
    d. Diphthongs
    e. Consonant speech sounds
    f. Vowel sounds - long and short
    g. Variabilities in sounds
    h. Principles of syllabication

7. Dictionary Usage.
    a. Ability to locate a word
    b. Ability to use the pronunciation guides
    c. Ability to find the right meaning for the word in question

In teaching the rules and principles applicable to attacking new words, do not teach as a memory exercise. Give examples of that which you want to teach and allow the children to make generalizations and discover the principle involved.

The dimension of length will encompass comprehension power. Meaning follows word recognition. Children must be taught comprehension skills just as carefully and thoroughly as the word attack skills. The ultimate goal of reading is meaning. Many remedial readers are word callers void of meaning of the words. Children must be taught to group words into thought units in order to understand sentences.

Remedial readers must be able to do the following in order to comprehend well.

1. Associate ideas
    a. Draw conclusions
    b. Predict outcomes
    c. See relationships

2. Organize ideas
    a. Find the main idea
    b. Locate details
    c. Ascertain sequence of events
    d. Classify information
    e. Summarize

3. Locate information
    a. Use the table of contents
    b. Use the index
    c. Understand charts, diagrams
    d. Ability to read maps

4. Be able to follow directions

5. Read creatively
    a. Make inferences
    b. Form judgments
    c. Evaluate and compare
    d. Identify the author's purpose

6. Define the purpose for which they are reading and adapt the reading rate to the reading purpose.

The final segment of length is that of willpower. The remedial reading program must go beyond the maze of phonetic analysis until word attack skills become automatic to the child. A child must be allowed to read and to become involved intellectually and emotionally with reading in order to develop a willingness and love for reading. Children like to read and will do so if the reading atmosphere is created by the teacher. The remedial reader will not need to have all the skills refined before reading a book of his interest at his reading level. The actual act of reading will do more to put the child's will into the remedial reading program than any reward or praise that the teacher might offer. The success of the program can be evaluated in the change of habits and attitudes toward himself and reading. Success with a book makes every child feel a "champion".

The second dimension of the remedial reading program is that of depth or intensity. The children do not really read until they feel or react to that which is said by the author. The dimension of depth should be started in story hours. Who can listen to the story of "The Three Bears" and not feel badly when Baby Bear discovers the broken chair, and moments later feel alarm or fright when Goldilocks is found by the Bears? It is rather difficult to listen to "Charlotte's Web" and remain passive while Wilbur, the pig, attempts to soar through the air with the aid of a string attached to his tail. Emotions can be taught and caught especially well from the teacher as she helps the child enter into the story and listen as an active participant.

We expect emotional response from children while watching a movie or television show; why shouldn't we expect response from the same child while the story unfolds via written symbols? Especially, remedial readers need help in feeling that which they read. Reading in depth can and will add new meaning and richness to the child's life. Interpretation will go beyond the reading class. The child who senses moods in a story will catch the moods of his associates, and if beauty can be interpreted through printed symbols, the child will be more alert to the beauty of nature. If we have failed in any one reading area, it would be in the area of teaching the child to become actively engaged and to assume the role of a character in the story which he reads. Evaluate the depth of your students' reading. While reading silently, do they smile, giggle, frown, and even cry at times? Can they identify with a character and dramatize the story so well that for the period their own personal identity is lost? As a result of the dimension of depth, we can lead many lives through reading.

Depth reading is not just accidently acquired; it involves definite instruction in the following areas:

Read for appreciation

1. To derive pleasure
2. To form sensory impressions
3. To understand characters
    a. Physically
    b. Emotionally

Interpretive ability

1. Figurative language
2. Idiomatic language
3. Picturesque language
4. To determine mood

Adequate use of the above skills will assure the teacher that her students will be lifetime readers. For this group, there will be no substitute for reading.

The third and final dimension of the remedial reading program is breadth or width. I am of the firm opinion that the reading program must take its sequential direction from a basal reader series. The development of reading skills follows a sequential pattern, and few teachers are capable of determining the correct instructional sequence without the aid of a guidebook designed for use with the basal series. However, one tree does not make a forest nor does one book make a reading program.

Many students who are poor readers in social studies and science are adequate basal text readers. One weakness of elementary school reading programs seems to be the limited range of reading material offered the student. We cannot expect students to read widely unless they are supplied with a wide variety of materials.

The remedial reading program must be wide enough to include the prescribed basal reader, supplementary readers, and the books suggested for use with each unit in the basal reader. The program must be wide enough to include the skills necessary for success in reading science texts, written number problems, and social studies books. The reading program should permeate the activities throughout the school day. Reading cannot be taught one period of the day - reading is taught in all subjects. Reading is the key to school success.

Instructional guidance necessary to develop skills for wide reading must be given in these areas:

- Use of reference materials
    1. Atlases and maps
    2. Encyclopedias
    3. World Almanac
    4. Reader's Guide
- Use of periodicals
    1. Magazines
    2. Newspapers
- Use of the library
    1. Card catalog
    2. How to locate books on the shelves

The evaluation of skills at this dimension can be made by observing the children. Do they read? Do they have a library book in their desk to read after the completion of assigned work? Do you have a browsing corner in your room? Wide readers cannot be developed with one book any easier than you can learn to swim in a bathtub.

In summary, if you plan your reading program around books and children's needs with the dimensions of length, breadth, and width as guides, your remedial readers will become better readers - that was the ultimate goal of the remedial program. Emily Dickinson describes the improved reader so well:

> "He ate and drank the precious words,
> His spirit grew robust;
> He knew no more that he was poor,
> Nor that his frame was dust.
>
> "He danced along the dingy days,
> And this bequest of wings
> Was but a book. What liberty
> A loosened spirit brings."

Interest Inventory to be used as a guide for selecting material for the remedial reader.

1. Which newspaper do you get at home?
2. What are your three favorite sections of the paper?
    a.
    b.
    c.
3. What magazines do you read?
    a.
    b.
    c.
4. About how many books does your family own?
5. How many books do you own?
6. What are your two favorite books?
    a.
    b.
7. Do you have a public library card?
8. How often do you go to the public library?
9. What do you like best about the library?
10. Do you have a set of encyclopedias at home?
11. What is your favorite television program?
12. Would you rather read or watch television?
13. What is your hobby?
14. Do you have a pet?
15. What would you choose for a pet?
16. What do you want to do when you become an adult?
17. Underline the four kinds of stories you like best.
    a. animal
    b. adventure
    c. mystery
    d. love
    e. science
    f. outdoor life
    g. things with motors
    h. war
    i. people
18. What is your favorite sport?
19. Do you belong to the "Y", Scouts, or any club?
20. If you could have one wish, what would it be?
21. What is your favorite possession?
22. If you had a problem, to whom would you go?
23. What is your favorite school subject?

References for Unit IV

Barbe, Walter. Educator's Guide to Personalized Reading Instruction. New Jersey: Englewood Cliffs: Prentice Hall, Inc. 1961.

Dawson, Mildred; Bamman, Henry. Fundamentals of Basic Reading Instruction. New York: Longman Green and Company 1959.

DeChant, Emerald. Improving the Teaching of Reading. New Jersey: Englewood Cliffs: Prentice Hall, Inc. 1964.

Fernald, Grace. Remedial Reading Techniques in Basic School Subjects. New York: McGraw-Hill Book Company, Inc. 1943.

Gans, Roma. Guiding Children's Reading Through Experiences. New York: Bureau of Publishers, Columbia University, 1941.

Gates, Arthur. The Improvement of Reading. New York: MacMillan Company, 1947.

Hulman, Arthur. Teaching Reading. Columbus, Ohio: Charles E. Merrill Books, Inc., 1961.

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CHAPTER V

Remedial Reading in the Total School

Reading improvement is the responsibility of teachers in all areas and at all levels of learning from kindergarten to college. In light of this responsibility, it seems wise to include a unit for discussion which involves the total teaching staff. Schools are organized according to many patterns and quite often reading, as such, is considered unimportant beyond the sixth grade. This is one great fallacy behind which we can no longer hide. All of the reading skills needed for success in schoolwork cannot be refined until the need for the skill is present. A fourth grade teacher will never be able to teach the child the skills that will carry him with ease through eighth grade science. Often the remedial reader, who has had good remedial teaching during the middle grades, suddenly finds himself in the upper grades bogged down with material he cannot read, and no one seems to care. This is the child, the one who at one time did feel success, that is going to be most frustrated with facing failure once more.

You are a reading teacher regardless of your department title. There isn't any mystical veil between you and the teaching of reading - you are prepared to teach reading in your content area. There isn't anything magical about interesting the child in the vocabulary unique to your subject area, or motivating him to want to know more about your subject, and then teaching him how to study to learn that "more". Those three tasks are essential to helping the remedial reader attain success in your class.

Instruction in vocabulary is pertinent to understanding. Present the vocabulary in meaningful situations. Isolated word drill will not reach too many poor readers. Write the words, use them in sentences, find the word in the textbook. Discover the real meaning in the glossary or dictionary. Especially with remedial readers, the use of synonyms or antonyms is valuable. Develop the meaning of the new word. There is value in having students make their own vocabulary notebooks if supervision is given. Insist that the word be spelled and defined correctly in the notebook and that the child understands the meaning well enough to understand the assignment he is to read. Each content area has a unique vocabulary and the teacher in that situation is the one to develop the vocabulary skills pertinent to that subject.

Various teaching methods will need to be used in an attempt to teach vocabulary successfully. The use of structural analysis will work with the child who learns best through the visual approach. If the child has high auditory retention, rely on the phonetic approach. However, if the child's strength lies in the area of learning best through his muscles, apply the kinesthetic approach. Capitalize on the strong area of the child for vocabulary development. The importance of word meaning cannot be overemphasized.

Perhaps the following paraphrased poem states more clearly the inevitable failure that results from inadequate vocabulary preparation:

Words Words Words

"For want of a word,
the phrase is lost.
For want of the phrase,
the sentence is lost.
For want of the sentence,
the paragraph is lost.
For want of the paragraph,
the selection is lost.
All meaning is lost for
want of a word."[1]

Children are usually interested in that which intrigues or challenges them. Many remedial readers feign disinterest to escape admitting they can't succeed, so why bother. These children can be led to "drink deeply at your oasis" with visual aids. The presentation of a new unit will arouse curiosity if it is presented by something visible such as a model, film, picture, spot on a globe, etc. A display of books or magazine articles containing information about the unit will help build interest. This supplementary material must be on different reading levels to be effective. Children can be interested and are interested in something. Use your ingenuity to channel that interest to the area of your study.

Remedial readers quite often are at a loss to know how to study an assignment. You are going to have to tell these children how to study. Don't just assign pages. Introduce the assignment by relating it to the previous assignment. Anticipate the difficult words and explain them. Clarify new concepts which are essential to get the meaning from reading. Word calling is not reading - the child must understand the word as it is used in a particular lesson. Tell the child his purpose for reading. Do you want him to get the general knowledge or an overall view of the lesson? Do you want him to get specific answers to questions or do you want him to be able to give a report to the class? You'll have to be explicit and patient with the remedial reader - he will not know how to read the assignment and get meaning unless you give him help.

Of the so-called content or academic subject, the English teacher probably teaches more reading to the upper elementary student than any other one teacher. This should not be the normal curriculum pattern. However, no other teacher has a better opportunity to develop depth and interest in reading than the English teacher.

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[1] Nila Barton Smith, Reading Instruction for Today's Children. (New Jersey: Englewood Cliffs, Prentice Hall, Inc., 1963), p. 278

Oral reading to the class will give insight into the likes and dislikes of the students. Oral reading in English can develop the ability to sense the mood or emotion in an article.

To develop an appreciation for various kinds of literature, a reading list should be given to the students, not as a mandatory requirement; rather as a suggestion of books, movies, poems, etc., which they might like. Don't kill what little interest the child might have in reading by requesting him to report on what he has read. However, give classtime for an exchange of reading experiences on a voluntary basis. The remedial reader will soon join in this period of exchange.

You have the students reading. This is the time to introduce poetry. Shakespeare can drive the remedial reader away from poetry. Start the poetry unit with poems brought in by students. While students are reading their poems, observe them. Are they feeling the rhythm, do they understand the simile, metaphor, and alliteration, and the vocabulary of poetry? Vocabulary of poetry is just as important to meaning as vocabulary is to any other type of literature. If interest wanes at poetry, try developing interest with pictures. If you are going to assign the "Chambered Nautilus", show a picture of the chambered nautilus and explain a bit about its life processes - it will be read with much more interest. Introducing a poem with a picture on an overhead projector is also a good way to arouse interest. A picture of Lincoln in a midnight setting flashed on the screen will enhance the appreciation for Vachel Lindsay's "Abraham Lincoln Walks at Midnight". Transparencies are cheap, easily made and used - capitalize on this visual aid to add variety and interest to the English class.

The English teacher can do much to add a sense of personal worth to the remedial reader - he will identify with that which he reads. Also, role-playing in groups to dramatize a novel or short story which they have written will help the remedial reader become part of the class.

The more difficult work required by the local school could be taught with the aid of films, filmstrips, or recordings. Appreciation will be developed, the student will have met the requirements, and no new reading problems will have been created with too difficult material.

Teaching techniques are going to have to be changed if the remedial reader is to feel success. Much time will need to be spent in developing an understanding of the setting behind the writing, clarifying concepts confused by language variations and defining the purpose for which they are reading. If reading needs are met, the children will read more widely and become more adept in the use of context clues and structural analysis as aids to vocabulary development; comprehension will improve as a result of the ability to form sensory impressions, to understand character mood, and to use figurative language.

The role of the English teacher cannot be overestimated in the remedial reader's sequential skill development program. However, the task is not confined to the English department.

The social studies teacher is concerned with the development of library skills, different types of reading materials, and different purposes for reading. No teacher can assume a concept is clear or that the student can read the text. Social studies books, as a rule, are hard to read for the adequate reader. The material is not organized sequentially and quite often background material essential to understanding has been eliminated. However, there is ample supplementary material available to ease the load of the social studies teacher. Technical terms and abstract words must be explained and explained and explained prior to the silent reading. Lean heavily on the use of the dictionary and the child's experiences to develop a meaningful vocabulary and clarity in concepts basic to reading for meaning.

Skills in map reading, graphs, and charts will need to be re-taught. Children seem to be resistant to the transfer of learning theory. These skills have been taught previously, but you will need to re-teach them. The child will need help in locating key words, main ideas, supporting facts and organizing the material for outlining. The child will need help in realizing that the headings and pictures are important to understanding the assignment.

The remedial reader is going to need much help in reading social studies materials. Unit work can be an effective means of helping him. Supplementary books with easier vocabulary could be used by him in preparing a report, a mural, a model, or a scrapbook. This child is not going to successfully read the social studies text unless given directions on how to read it by you, the teacher. To avoid discouragement, use movies and filmstrips, make maps, assign projects to all the class and on the basis of individual ability. Vary the teaching procedure - you don't have to cover five pages a day. Assign roles. For example, if you are studying 18th century America, let the students decide which personality they would like to portray. With the aid of textbooks, encyclopedias, and supplementary material have them give their life story as an autobiography. Students are creative, if allowed to be so. Guidance will be needed to discern between fact and fiction, and organization of material. Yours is not an easy task, but the worth of the individual's unique ability should be respected in the social studies class if not in other classes. It is difficult to teach brotherhood and world unity to a child who feels rejected and a failure in your classroom.

The science teacher knows he doesn't have time to teach reading. However, until reading skills essential to science textbook reading are taught, he isn't going to teach science either. Those of us not related to the Science Department would have difficulty reading the new "Space Age" science books.

The science teacher is, of necessity, going to give drill on locating main ideas and details and further practice in following directions. Reading directions correctly has purpose for the child - he wants to do a science experiment. Reading skills have purpose in the science class - this is a new subject. The child has dug through pages of math, social studies, and English, but science takes on new meaning in the upper elementary grades. Capitalize on this interest and motivation and teach the skills which did not "stick" in previous years.

The math teacher is pertinent to the schools' reading program, too. The first task in any math lesson is teaching the meaning of the new symbols. Math vocabulary is not always words, and this adds difficulty to the reading in math. The student must be taught to read every word thoughtfully, and to think orderly and logically as he reads. He will need to be taught that the main idea usually tells the prupose of the problem, and the details tell what governs the problem situation.

In math reading the student must be taught to recognize the relationships of ideas within a problem, and to systematically follow the steps involved in working a problem. Only the math teacher can help the remedial reader learn these skills.

Each teacher, as you have seen, does have a definite role in the teaching of reading; and in the past we have all too often neglected the remedial reader. This neglect has resulted in the failure of the school to help each child to reach his full potential. We can reverse this action by beginning now to do the planning necessary to put the curriculum for the remedial reader on an attainable and functional level. This does not refer to haphazard methods used to dilute the content subjects. "Watering down" is not the answer. Rich experiences through field trips, drama, motion pictures and the like will put ideas at a level where the remedial reader can grasp and use them as meaningful learning experiences. These experiences will need to be conducted by every teacher in light of the child's instructional needs.

The matter of teaching your children to read your required text must be a practical, workable approach. This does not mean to ignore the text - use it when the student is prepared for the use of it. You should be teaching children and not books. We talk in terms of educating the whole child, but teach in terms of completing the whole book.

Your questions on the material that has been assigned should be stimulating to the child - ask thought questions that call for depth in reading. Children will soon learn how easily they can satisfy you by your follow-up activities. Be challenged by the task to involve every student in your class in active, stimulating activity whether it is preparation of an assignment or recitation on an assignment. Good teaching leads the minds of the pupils to the heart of the subject matter.

In summary, as teachers, we need to be cognizant of our role in the classroom. We can shirk that which is our responsibility, but we can never shift that responsibility. Our failure will leave weak, undeveloped areas in the child's sequential development. It is imperative that the teacher see success under the surface failure of the remedial reader. Viewing the child as a potentially adequate reader should motivate you, the teacher, to accept the child, help him to belong to the group, and to plan learning activities that will assure him of reading success.

Reading is the key to success and the doorway to immeasurable riches. the remedial reader claims equal right with others to the success and enrichment that can come only from reading.

The following poem is not only a fitting conclusion for this guidebook; it should also be a constant reminder to each teacher that our first obligation to each student is to help him improve his ability to read.

> Teaching reading is our task
> For greater duty we dare not ask.
> Teaching the skills one must possess
> To in this world attain success.
> Teaching the child that the printed page
> Is a delightful experience at every age.
> Teaching the child to read as per his ability
> This is the teacher's greatest responsibility.

References for Unit V

Bamman, Henry; Hogan, Ursula; Greene, Charles. Reading Instruction in the Secondary Schools. New York: Longmans Green and Company, 1961.

Jewett, Arna. Improving Reading in the Junior High. Washington, D. C.: U. S. Government Printer's Office, 1961.

Johnson, Orville. Education for the Slow Learners. New Jersey: Englewood Cliffs, Prentice Hall, 1963.

Monroe, Marion; Backus, Bertie. Remedial Reading. New York: Houghton Mifflin Company, 1937.

Tinker, Miles; McCullough, Constance. Teaching Elementary Reading. New York: Appleton-Century-Crofts, 1962.

APPENDIX A

Teachers' Books for Use with Remedial Readers

Books for Retarded Readers. Springfield, Illinois: Illinois State Library

Caswell, Hollis. Guiding Children's Reading Through Experiences. Bureau of Publications.

Crosby, Murriel. Reading Ladders for Human Relations. American Council on Education. Washington, D. C.

Durrell, Donald; Sullivan, Helen. Building Word Power. World Book.

Kingsley, Bernard. Reading Skills (a booklet of games to stimulate interest.) Fearon Publishers.

Reader's Choice Catalog, Scholastic Book Services, New Jersey, Englewood Cliffs: 904 Sylvan Avenue, Englewood Cliffs, New Jersey.

Roberts, Clyde. Word Attack. Harcourt Brace.

Russell, David and Karp, Etta. Reading Aids Through the Grades. Bureau of Publications (300 reading activities.)

Spache, George. Good Books for Poor Readers. University of Florida, Gainsville, Florida; Reading Laboratory.

Sullivan, Helen (Compiler). Selected List of Books for Remedial Reading. Boston: Boston University Educational Clinic, 332 Bay State Road, Boston, Massachusetts.

APPENDIX B

Addresses of Publishers

Barnell Loft, Ltd., 111 South Center Avenue, Rockville Center, New York

Benefic Press, Chicago, Illinois

Bobbs-Merrill, Indianapolis, Indiana

Bureau of Publications, Teacher's College, Columbia University, New York

Educational Development Laboratories, Huntington, New York

Fearon Publishers, 2263 Union Street, San Francisco, California

Garrard Press, Champaign, Illinois

Harcourt Brace and Company, 750 Third Avenue, New York, New York

Harr Wagner, San Francisco, California

Heath Company, Chicago, Illinois

Houghton Mifflin, 1900 South Batavia, Geneva, Illinois

Keystone View Company, Meadville, Pennsylvania

Learning Through Seeing, Inc., Sunland, California

J. B. Lippincott and Company, Washington Square, Philadelphia, Pennsylvania

Lyons and Carnahan, 407 East 25th Street, Chicago, Illinois

McCormick Mathers, Chicago, Illinois

Milton Bradley, Springfield, Massachusetts

Prentice Hall Inc., Englewood Cliffs, New Jersey

Random House, New York, New York

Reader's Digest Educational Service, Pleasantville, New York

Scholastic Corporation, 351 Fourth Avenue, New York

Science Research Association, 259 East Erie, Chicago 11, Illinois

Scott Foresman and Company, 433 East Erie, Chicago 11, Illinois

Webster Publishing Company, 1154 Reco Road, St. Louis 22, Missouri

World Book Company, 754 Third Avenue, New York 17, New York

APPENDIX C

Activities for Unit I-a

In order to help the children understand that reading is getting meaning from symbols not just word calling, I would ask them to name things that could be read. Obviously, these will be given:

books
newspapers
magazines
letters
catalogs

To this list add:

calendars
thermometers
maps
facial expressions
pictures

Discussion of how these different items are read and the information each gives to the reader can do much to unlock the mystery surrounding reading.

Activities for Unit I-b

Activities to be used in the fulfillment of the reading program goals will be reserved for use in later units.

However, limited suggestions for use at isolated points on the reading program outline may be needed for complete understanding of the outline steps:

a. Goals will be attained only through home visitation, parent-teacher conferences, and an understanding of the child's total community.

b. A prerequisite for successful reading is knowing the purpose for reading. Do not merely assign pages - explain to the student his purpose for reading. Is he reading for pleasure, to follow directions, to ascertain sequence, to locate the main idea, or to get a specific fact?

c. Correct concepts and genuine interest are developed only through effort. Bulletin board displays, models, maps, records, movies, etc., all help to make the lesson meaningful.

d. Variety is the spice of life! Evaluation can be made by observing dramatization of the story, having the child illustrate his favorite section of the story, or having the child write his own story centered around the same characters of the assigned story.

Exercises for Building Comprehension

1. Write directions for the day on the chalkboard and check the response. Example - John, wash the boards; Mary, take out the jumping rope; and Jim, raise the windows.

2. Synonyms and antonyms. Write a group of sentences and indicate whether you desire a synonym or antonym from the student. Allow the use of a dictionary. Example - Synonym: John's hands were filthy. The student would probably insert "dirty". (I would suggest the use of words that are new to the child and that are in the day's lesson.)

3. Reading for facts - Have the children classify facts from the lesson under appropriate titles; inventors inventions explorers.

4. Reading for facts might be done this way: write facts related to the lesson and insert one that does not belong: Lincoln, Kennedy, Roy Rogers.

5. Print nouns, verbs, adjectives on a large circular piece of poster board. With the use of a brad, place 5 arrows in the center. Each arrow has an ending: er, est, ed, s, or ing. The teacher points to a word and the child selects the arrow with the appropriate ending. The child then uses the new word in a sentence.

6. Have the children underline action words in a paragraph. This can be used for moods, word pictures, etc.

7. Underline key words in a sentence. Underline the main idea in a paragraph.

8. Give some of the children cards with directions on them. Such as, make believe you are an astronaut; or make believe you are a football coach. The child acts out his part and the others guess what he is doing.

9. Assign easy words such as run, turkey, strike, and with the aid of the dictionary ascertain the number of meanings the word has and use it correctly in context.

10. Choosing titles for stories or captions for pictures.

11. The pupils should be asked to answer who, what, when, where, and why - types of questions about what they have read.

12. Discriminating between words with nearly the same meaning: cool-chilly, expect-hope, damp-wet, etc.

13. Study the effect of affixes upon the meanings of such words as repaint, untie, meaningless.

Exercises for Checking Auditory Discrimination

1. The child's eyes should be covered, or he should be seated behind a screen. Have him identify the following sounds:
   - a. the tinkling of a bell
   - b. the pouring of water into a glass
   - c. the bouncing of a ping pong ball
   - d. the crumpling of paper
   - e. the shaking of beans or pebbles in a box
   - f. move around the room and check to see if he can point in the direction of the sound
   - g. the tearing of paper

2. The first child says a word such as "man". The second child must give a word that starts with the final sound of the previous word, such as "nap".

3. A variation of the above might be rhyming words. The teacher might give the word "ran" and allow the children to suggest words that rhyme.

4. Read a series of digits quickly. As soon as you have quit speaking, the child should write what he heard. As an example; 6 4 3; 2 8 1; 9 8 4; 5 7 4. The number of digits can be increased. This is valuable in that the student can see his improvement.

5. Finding non-rhyming words. Pronounce four words: shut, shout, chat, shove and have the child pronounce the one that does not fit.

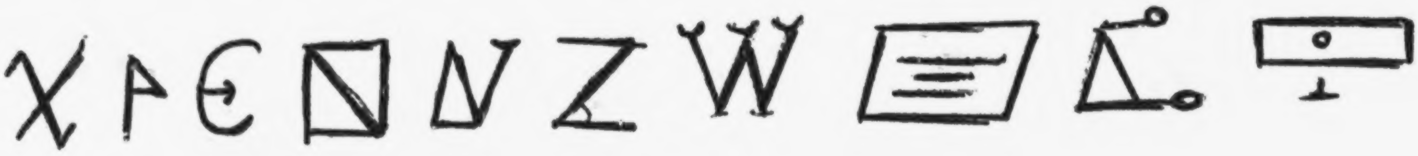
6. The child builds words from one ending, such as "ome"; he adds initial letters or blends.

Exercises for Checking Visual Discrimination

1. Pronounce one word from each pair of words and have the pronounced word underlined:

place	every	tired	pen	quite
palace	very	tried	pin	quiet

2. Prepare cards, at least 5" x 8", by drawing symbols on them. Quickly flash the card and give the child time to reproduce the symbols. Example:



3. Multiple choice exercises -

The boy rides with great
spill.
still.
skill.

4. Noticing differences in pictures. Be sure the pictures fit the age group.

5. Discriminating between geometric forms can also aid in developing word perception.

6. Prepare cards, at least 5" x 8", and write sets of digits on them for quick flash exercises. Three digits per card are sufficient for starting. Increase to four digits per card as the child shows progress.

7. Tachistoscope exercises are very valuable in developing visual discrimination.

APPENDIX D

Criteria for Selection and Evaluation of Reading Materials

1. Materials should be selected and evaluated in terms of their suitability for achieving the objectives of a reading program.

2. They should be selected and evaluated in relation to a plan for continuous development. A graded series of materials directed toward reading instruction should provide for development of a systematic sequence of skills.

3. Materials should be at the appropriate level of difficulty (in terms of both skill and personal maturity) for the students concerned.

4. Materials used for skill development in supplementing a basic program must be specifically related to the particular skill in which a given student or group of students is deficient.

5. Although all materials will not be of equal interest to all students, materials should be chosen and evaluated in terms of realistic needs and interests of the student or group of students concerned.

6. Materials should be selected and evaluated in relation to broadening the students' intellectual and emotional experiences.

7. Materials should be varied enough in content, type, length, interest, and point of view so that students may have many different kinds of reading experiences, including abundant opportunities for voluntary reading.

8. The authors of materials for both instructional and recreational uses should be experts in their fields; authors of instructional materials, in particular, should also be aware of the developmental needs and interests of students.

9. Practice materials should be appropriate for the purpose for which they are used, and should maintain a balance between success and challenge.

10. Students should have the opportunity to select and evaluate materials. These judgments by students are of value to the teacher in his own selection and evaluation of reading materials for students.

Essential Reading Materials for Every Classroom

A. Classroom Materials
  1. Basal Text (grades 1-6)
  2. Globes and maps
  3. Bulletin board
  4. Table (for book displays)

B. Reference Books
  1. Dictionaries (variety of kinds)
  2. Encyclopedias
  3. World Almanac
  4. Atlas

C. Current Publications
  1. Weekly news magazine (My Weekly Reader, Scope, etc.)
  2. Newspapers
  3. Magazines

D. Enrichment Materials
  1. Pamphlets
  2. Pictures
  3. Fiction books (all reading levels)
    a. Science
    b. Historical
    c. Just for fun
    d. Animals
  4. Non-fiction books (all reading levels)
    a. Biography
    b. Science
    c. Animals
  5. Classics

Remedial Reading Workbooks

	Reading Grade Level	Interest Level	Company
Gray, Monroe - Basic Reading Skills for Junior High School	6 - 8	6 - 10	Scott Foresman
Guiler-Coleman Reading for Meaning	4 - 12		Lippincott
McCall-Crabbs-Standardized Tests Lessons in Reading (Books A-B-C-D-E)	2 - 12		Bureau of Publications
Merrill's Reading Skill Texts			
Bibs (pictures)	2		Merrill
Nicky (pictures and context clues)	2+		"
Uncle Ben	4		"
Tomm Trott	5		"
Pat the Pilot	6		"
Diagnostic Reading Workbooks			
Nip the Bear	2		Merrill
Red Deer	2 - 3		"
Adventure Trails	4		"
Exploring Today	5		"
Looking Ahead	6		"
Gates-Peardon-Reading Exercises			
Preparatory A & B	4 - 5		Bureau of Publications
Elementary SA, RD, FD	5 - 6		
Intermediate SA, RD, FD	6 - 7		"
Advanced SA, RD, FD	7 - 8		"
Building Reading Skills (Six books)	3 - 8		McCormick-Mathers
Neighen-Bratt-Halveron Phonics We Use			Lyons & Carnahan
A	1 - 2		"
B	2 - 3		"
C	4 - 5		"
D	5 - 6		"

	Reading Grade Level	Company
Parker, Don		
S. R. A. Reading Lab		
Elementary	2 - 9	Science Research
II b	3 - 7	"
III a	3 - 12	"
Reading Skill Builders		
(3 levels for each grade)	2 - 8	Readers' Digest
Specific Skill Series		
A - Using Context	1 - 2	Barnell Loft Ltd.
B - Using Context	2 - 3	"
C - Working with Sounds	3	"
D - Locating the Answer	4 - 5	"
E - Getting the Facts	5 - 6	"
F - Using the Context	6	"
Stone - Eye and Ear Fun Series	1 - 6	Webster - McGraw-Hill
Stone - Burton		
New Practice Readers	1 - 6	Webster-McGraw-Hill
Book A		
Book B		
Book C		
Smith, Nila		
Be a Better Reader Series	6 - 12	Prentice-Hall

Supplies and Materials for Remedial Reading Instruction

Dolch Vowel Lotto	Garrard
Dolch 220 Basic Sight Vocabulary Cards	Garrard
Dolch Word Teaching Game	Garrard
Consonant Lotto	Garrard
Dolch Syllable Game	Garrard
Basic Sight Phrase Cards	Garrard
Consonant Poster Cards	Milton Bradley
Picture Word Builder	Milton Bradley
Economo Word Builder	Milton Bradley
Economo Sentence Builder	Milton Bradley
Educational Password Game	Milton Bradley
Phonetic Word Wheel	Milton Bradley
Phonetic Quizmo	Milton Bradley
Phonetic Drill Cards	Milton Bradley
Word Wheels A. Initial Consonants B. Prefixes C. Suffixes	Webster-McGraw-Hill
Webster Word Analysis Chart	Webster-McGraw-Hill
Word Attack (book of rules and exercises)	Harcourt Brace

Audio-Visual Reading Materials

Tachistoscope (used to develop attention span, perceptual span, sight vocabulary, eye-hand coordination)	Keystone or E. D. L.
Controlled Reader (projection of stories on the screen controls eye movements. Provides many opportunities for teaching interpretation and appreciation skills.)	E. D. L. or Others
Tachisto-flasher (plywood device used with any filmstrip machine)	Learning Through Seeing
Filmstrips for Practice in Phonics Skills	Scott Foresman
Minnesota Efficient Reading Series: (a series of slides to be used on the Keystone tachistoscope; includes prefixes, suffixes, and root forms)	Keystone
Keystone Tachistoscope Slides Dolch Basic Sight Vocabulary Dolch Nouns Dolch Phrase-Sentence Series Familiar Forms Basic Forms Perceptual Span Development Phrase-sentence Series, levels 2 - 3 - 4	Keystone
Filmstrip Machine	
The New Spelling Goal Filmstrips	Webster-McGraw-Hill
Film Strips for Controlled Reader Album 1 - 2 Grades 4 - 6 Album 1 - 2 Junior High	E. D. L.
Filmstrips for Practice in Phonetic Skills Rhyme Time Beginning Sounds Letters and Sounds Fun with Words Sounds Around Us	Scott Foresman

Supplementary Readers and Enrichment Series

1. All About Books. Random House. Science and Social Studies. Reading level - 3-4. Interest level - 5-12.

2. Landmark Books. Random House. Reading level - 4-6. Interest level - 4-12.

3. Childhood and Famous Americans. Bobbs-Merrill. Reading level - 4-5. Interest level - 3-12.

4. Deep Sea Adventure Series. Harr Wagner. Reading level - 1-5. Interest level - 1-12.

5. The Morgan Boy Mystery Series. Harr Wagner. Reading level - 2-4. Interest level - 5-8.

6. Jim Forrest Readers. Harr Wagner. Reading level - Primer 3rd Grade. Intermediate level - 4-8. (Same interest level.)

7. Wild Life Adventure Series. Harr Wagner. Reading level - 4th Grade. Interest level - 4-8.

8. North Star Series. Houghton Mifflin. Biographies. Reading level - 2-4. Interest level - 2-8.

9. Simplified Classics. Scott Foresman. Reading level - 4-6. Interest level - 4-12.

10. Teen Age Tales. Heath. Reading level - 6-10. Interest level - 6-12.

11. Scope - Weekly News Magazine. Scholastic Corporation.

12. Cowboy Sam Series. Benefic Press. Reading level - 2-4. Interest level - 3-6.

13. Space Age Books. Benefic Press. Reading level - 2-4. Interest level - 3-7.